THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

MINUTES OF THE REGULAR MEETING OF THE FACULTY SENATE HELD ON APRIL 11, 2003, IN THE ALUMNI HOUSE

Professor Lilien F. Robinson, Chair of the Faculty Senate Executive Committee, called the meeting to order at 2:12 p.m.

Present: President Trachtenberg, Vice President Lehman, Registrar Geyer, Parliamentarian Pagel; Dean Southby; Professors Briscoe, Cordes, Duff, Griffith, Gupta, Haque, Harrington, Kennedy, Klarén, Maggs, Paratore, Robinson, Sell, Simon, West, Wilmarth, Wirtz and Zaghloul

Absent: Deans Frawley, Futrell, Harding, Phillips, Tong, Whitaker, Williams, and Young; Professors Balla, Castleberry, Cawley, Divita, Friedenthal, Gallo, Glascock, and Pelzman

CHANGE IN THE ORDER OF THE AGENDA

Professor Robinson moved to change the order of the Senate's agenda so that the Senate photograph could be taken at 3:30 rather than 2:10 p.m. The motion was seconded, and passed.

APPROVAL OF THE MINUTES

The minutes of the regular meeting held on March 14, 2003 were approved as distributed.

UPDATE ON UNIVERSITY RESPONSE TO EMERGENCIES

John N. Petrie, Assistant Vice President for Public Safety & Emergency Management, began his report by responding to a question previously raised by Professor Wirtz concerning the Marvin Center's practice of retaining GWorld identification cards when services, such as equipment rental, are obtained. After consultation with the Marvin Center, a decision was made to retain GWorld cards, but a procedure has been put in place so that if the building is evacuated, GWorld cards will be removed from the building so that they can be returned outside. Professor Robinson asked how the parking garage system works when there is a power loss, and Vice President Petrie replied by saying that when electricity fails, parking gates at the lots either open automatically or are opened manually by Parking personnel. There is also a plan to build a battery-based memory back-up system for the parking facilities during the next fiscal year.

Vice President Petrie then distributed a map showing the locations of demonstrations planned for the weekend. The IMF demonstrations usually take place twice annually, he said, but this year those demonstrations are expected to be completely overwhelmed by anti-war protests. There are two groups who plan to demonstrate: the first is A.N.S.W.E.R., or Act Now to Stop War and End Racism, which is a nationwide organization that has set up a series

of protests around the nation. Those in Washington D.C., he said, would start at approximately 11 a.m. on Saturday, and end at about 4:30 p.m. The second organization, the Latin America Solidarity Coalition, will march on Sunday beginning at about 11 a.m., and winding up at about 4 p.m. at the World Bank and International Monetary Fund. As shown on the map, neither of these planned marches will come anywhere near the University.

Vice President Petrie also distributed a printed copy of the main portion of the Incident Planning, Response, and Recovery Manual (the Emergency Manual) along with related material from the D.C. Emergency Management Agency (DCEMA). The DCEMA Guide was included, he said, because there has been some interest expressed in learning about evacuation routes from the city, and a map showing all of these is included in the Guide. Of particular importance to the University is text contained in the Guide, which says that in the event of an evacuation, people may not cross Pennsylvania Avenue, but only use the Avenue as a vehicular evacuation route. Vice President Petrie added that he has confirmed that pedestrians may cross the Avenue, so that those who need to retrieve their cars from parking facilities or their children from day care located north of the campus may do so. After months of study, Vice President Petrie said that it is the sense of the Homeland Security Department and the DCEMA that if an evacuation becomes necessary, it would likely be done locally from the point of the incident, rather than regionally.

Vice President Petrie then briefly reviewed the Manual, which displays on the front page the link to the University Website where the Manual went live early last September. Some 24 pages of the fundamental section of the Manual are included in the handout. In addition to dissemination of the Manual, the University has made tremendous advances in terms of pulling together a comprehensive Emergency Plan, and has devised several important new methods of providing information to the campus community. Since September 11th, 2001, the University has installed a mobile communication system in each of 21 University Police vehicles. As a result, these public address systems will operate even if there is an emergency power failure. While these systems are set up so that emergency communications can be transmitted from a single radio and heard widely over the campus, these messages probably will not be heard inside every building. Therefore, the University is working on an announcement system as a supplement to the mobile system already in place. As the University expands its new telephone system throughout Foggy Bottom, it will be possible to transmit a taped message through speakers in the new telephones, even when the unit is not in use. [President Trachtenberg arrived at the meeting and assumed the Chair.]

Vice President Petrie continued, describing redundancies in the University's telephone and e-mail systems which increase the likelihood that the systems will remain operable in an emergency. Despite these redundancies and the durability of the University's e-mail system, it is likely that it would take several hours for an e-mail message to reach all of the addressees in a large scale mailing. It is therefore important, he noted, to know that new information can be posted within five minutes to the Campus Advisories page, so this source of information is important to keep in mind.

In conclusion, Vice President Petrie called the Senate's attention to Annexes A and B of the Manual. Annex A, he said, calls for Local Areas (departments and schools) to implement specific procedures to advise faculty and staff of expectations, establish who has authority in emergency situations, and outline what initial action should be taken at the local level. Annex B sets up an operational continuity plan for the University once the Local Contingency Plans

are all in place. Finally, Vice President Petrie said that Executive Vice President for Academic Affairs (EVPAA) Donald R. Lehman would be circulating draft Local Contingency Plans to the deans so that this material could be used as a template for individual departments and schools to craft their own individualized plans. Vice President Petrie reiterated his availability to consult with anyone in the University during this process, and to help formulate questions that would lead to answers that would work to assure that the University will be in a position to understand its emergency priorities in local areas, and what will need to be done to restore to interim or permanent operation those local area functions. Vice President Petrie thanked the Senate again for the opportunity to make this information available, and then invited questions.

Professor Kennedy asked if it were best in emergency situations to flee a site or to "shelter in place" as some other local jurisdictions were advising. Vice President Petrie said that, in general, if individuals were in a building which was unaffected, they should stay there, and if not, they should seek shelter in an unaffected building. Professor Kennedy also inquired about the University's storage of water, and Vice President Petrie said that the University has a sufficient supply of food and liquids to maintain operations. He also pointed out that, beginning on page 16 of the Manual, a number of items are listed for individuals to have on hand. In addition to water, he said, the one thing everyone should do, if they do nothing else, is to have a supply of prescription medications readily available in case of an emergency. Particularly in scenarios where people must be evacuated, it is important for them to carry medications with them. As happened at New York University, a great deal of coordination with the police was necessary for students to re-enter evacuated residence halls for the sole purpose of retrieving their prescription drugs. In conclusion, Vice President Petrie said that although the University has a very complex set of redundancies in place to maintain or restore electronic data and voice systems, restoration of these systems in a catastrophic situation could take up to 72 hours. If this happened on a pay day, employees who have not signed up for direct deposit of their salaries might experience a delay if the payroll has to be processed manually. Vice President Petrie then recommended that people think seriously about arranging for direct deposit.

Professor Cordes inquired about dissemination of emergency information on campus. He said he thought the typical professor was not, at this point, going to know exactly what to do if an emergency occurs when a class is being conducted. The students will undoubtedly look to professors for guidance under these circumstances, and Professor Cordes asked if department chairs would be briefed on emergency procedures. Vice President Petrie responded that there are two main elements of information dissemination. The first is general guidance available on the Website. The university community received e-mails in September and again in February indicating how to access this information, which includes the Manual. More specific guidance will be provided once schools and departments develop their own individualized Local Emergency Contingency Plans. These will be developed from a general model which will be further developed and refined to meet departmental needs in consultation with affected personnel. Vice President Petrie indicated that it was his understanding that EVPAA Lehman would be soliciting these Local Plans both from the deans and the departments.

President Trachtenberg asked if Emergency Planning would include drills, and Vice President Petrie said that in fact, the President would be involved in a table-top drill the following Tuesday. Delores Stafford, Chief of the University Police, will also be conducting

drills for other University buildings. While it is anticipated that these drills will be scheduled for times other than when classes are held, consideration may be given to conducting them when classes are in session as well. (Information distributed by Vice President Petrie is attached.)

UPDATE ON THE ALTERNATIVE ACADEMIC CALENDAR

President Trachtenberg noted that Professor Charles Karelis, Co-Chair of the Alternative Academic Calendar Committee was present to give this update, along with Committee members Paul Churchill and Carol Hoare. Professor Karelis indicated that Committee Co-Chair Walter Brown was also present, as was Committee member Edward Cherian.

Professor Karelis reported that the Alternative Academic Calendar Committee and its Subcommittees have been meeting weekly, and the Committee is now conducting various kinds of ongoing focus groups with students, parents, and high school guidance counselors, among others. In addition, faculty received an update on the work of the Committee and an invitation to respond through a survey seeking faculty perspectives and input. To date, 77 replies to the survey have been received.

Over the coming weekend, Professor Karelis said that the Committee plans to hold a day-long retreat, hosting people from institutions such as Dartmouth, Tufts, Agnes Scott, and Oglethorpe, which have adopted academic calendars different from the two semester, 5-course, 3-credit [5 x 3] system in existence at GW.

By and large, Professor Karelis said, the Committee has not departed substantially from the progress report published recently in By George, which Professor Karelis said he thought many faculty have seen. Rather than examining alternative calendars such as a trimester or quarter system, the Committee has narrowed its focus to three options, all within the framework of a 14-week fall and spring semester and a 10-week summer session [14-14-10]. The first option would be retention of the 5 x 3 format in a 14-14-10 framework. The second would be converting the 5 x 3 format to a 4-course, 4-credit [4 x 4] format with a required summer session. The third option would be conversion from the 5 x 3 format to a 4 x 4 system without a required summer session.

In conclusion, Professor Karelis stressed that the charge to the Committee is not to make recommendations but rather to look at the most promising options with regard to calendar and course load alternatives to the current arrangement, and to make clear some aspects that might be advantageous for the University and some that might be problematic.

Professor Churchill began his comments by noting that, in addition to the survey which the Committee had distributed to faculty throughout the University, they had also distributed a survey seeking the perspective of chairs and program directors in Columbian College (CCAS). The reason for limiting the latter distribution to CCAS was due to the fact that the Committee was examining the possible impacts of alternative calendar scenarios on undergraduate education, and also hinged on the ready availability of and easy access to a current list of personnel from CCAS. A quick turnaround on these survey results was important, he added, because the semester is rapidly drawing to a close, and results are needed so that the Committee could proceed to the step of convening focus groups.

Professor Churchill then noted that the Academic Issues Subcommittee has focused primarily on the possible implications of alternative calendars for the undergraduate educational process. Early in the process of examining options it became obvious, he said, that it would be difficult to quickly develop a strategy to approach all of the various charges that were connected to alternative calendars and a possible 4 x 4 curriculum which were transmitted by EVPAA Donald R. Lehman. The Subcommittee concluded that probably the most intelligent and helpful avenue to discharge its responsibility would be to review the conclusions of the Report on Strategic Planning and Academic Excellence, particularly with regard to what it had to say about increasing student engagement.

After a very exhaustive and comprehensive search, the Subcommittee concluded that there is a paucity of information on the impact of alternative calendar designs on academic activity. What little information exists seems to suggest that trimesters, with their unrelieved sequencing, tend to be unpopular. A quarter system is received slightly less well than the traditional semester system. In conjunction with GW's own examination of student engagement, Professor Churchill said that almost all of the evidence would seem to suggest that student academic performance/engagement is not directly related to the academic calendar adopted by an institution. With that said, Professor Churchill added that the Subcommittee thought it possible that a summer option might provide unique opportunities to enhance the academic engagement of students, by offering a chance for them to do some fairly exciting things at a time when the campus population has diminished. One possibility would be the opportunity for more extensive research during the summer months, and another would be the possibility of constructing particularly interesting initiations into a student's major area of study.

Professor Cordes noted the Committee's focus on undergraduate education, and he asked if the Committee would consider the impact of alternative calendars on graduate education. Professor Churchill responded that this question really pertains to the focus of the Committee as a whole, rather than to that of his Subcommittee. The charge to the Committee, he added, is really very unwieldy, and the task is made more difficult as the Committee is expected to finish by the end of this semester. As little information as there is available about the possible impact of alternative calendar designs on undergraduate education, he said, there is virtually none on graduate education. He added that he thought that there was some sense among Committee members that alternative calendar changes might have less impact on the graduate process than on that of the undergraduate. Professor Churchill also said he would hope that some of the survey responses will suggest what some of the opportunities, as well as the flaws, might be in adopting alternative academic calendars.

Professor Kennedy asked if faculty might be more available to students during a summer semester, and he asked Professor Churchill expand his remarks on the effect of sequential semesters. Responding to the second question first, Professor Churchill said that while the literature is weak on all possible calendar options, it does seem to suggest a strong "fatigue factor" if students enroll in three regular trimesters, one following very quickly on another. He said personally he thought it very important that students have the following fall or spring semester off if they enrolled in a 10 week summer session. It also seems a bit much, he said, to expect that faculty could teach three sequential trimesters without a respite.

As to Professor Kennedy's first question, Professor Churchill said he thought the answer would depend upon a particular department's current cycle, as some departments and programs might be able to shift more of their teaching into the summer. In some cases, for example, where certain sorts of facilities, perhaps laboratory facilities, are presently underutilized or not utilized by graduate students, it might be possible to shift some graduate teaching into summer.

Professor Gupta observed that if graduate studies would be involved in an alternative summer session, it would require that graduate students be available during the summer term to work as teaching assistants, and since not many graduate students do this, it was certainly something that needed to be considered. Professor Churchill agreed with this observation.

Professor Robinson asked Professor Churchill to clarify the number of weeks in a significant summer term, and Professor Churchill responded that this would be 10 instructional weeks, which would leave somewhat open the question of whether or not there would be a one-week reading period, and one week for examinations. Professor Robinson asked if faculty salaries for summer teaching had been considered, and Professor Karelis replied that the charge of the Committee did not include a request to consider that issue. Professor Cherian interjected that the Finance Subcommittee was considering this issue. Professor Churchill added that he thought at meetings of the Committee as a whole, all options are on the table for consideration, and that the Committee is simply studying all of the options to see how they might relate to one another.

Professor Wirtz said it was his understanding that presently something on the order of 12% of the Academic Affairs budget is derived from summer sessions and he asked if it was within the purview of the Committee to look at whatever necessary restructuring needs to take place to make sure that Academic Affairs does not suffer a reduction in revenue as a result of implementing a new summer sessions paradigm. Professor Karelis said that this was definitely something the Committee was asked to look at and that this has been discussed fairly carefully in both the Academic and Finance Subcommittees. Professor Cherian confirmed that this matter is being considered.

Professor Paratore observed that presently the University offers numerous options in the summer sessions, from courses that last for 3 weeks to some which last 4, and 6, and he asked if the goal was to attempt to standardize all of the summer session to courses lasting 10 weeks. Professor Karelis said he has gathered from Committee discussions that many of the summer sessions arrangements presently in place would continue, and that the proposed 10 week courses would be in addition to these offerings. Professor Gupta expressed surprise that these summer courses could all be offered at once. As a point of clarification, Vice President Lehman said that his charge to the Committee was premised on the idea that the University would keep the underlying summer session the University presently offers, and that alternative calendar offerings would be superpositioned over existing programs. The Academic Excellence Committee has been discussing for some time the possibility of reducing the number of credit hours that students are allowed to transfer in to the University from external sources in the summer and it would be desirable for students to complete their summer coursework at GW, whether they did it by distance learning, or by staying in residence.

Vice President Lehman acknowledged that the point made by Professor Gupta about the availability of graduate students during summer sessions was an important one that needed

examination. While this had not been part of the Committee's original charge, he said that the Committee had been asked to look at anything that came up as they studied alternative calendar issues.

A SPECIAL REPORT ON THE FY '03 FIVE-YEAR OPERATING AND CAPITAL BUDGETS

Professor William B. Griffith, Chair of the Fiscal Planning and Budgeting Committee (FP&B) presented the Special Report. He began by acknowledging the contributions of Vice President Lehman and the Office of Research and Graduate Studies, as well as the Office of Institutional Research in the compilation of the Report. He also expressed special appreciation for the work of Don Boselovic and Laura Easton of the Budget Office. Professor Griffith also noted that Professor Randall Packer from the Biology Department was the Chair of the Subcommittee which assembled various components of the Report, and that he and Professor Anthony Yezer had assisted him in this effort. Professor Griffith then pointed out that two members of the FP&B Committee, Professors Edward Cherian and Joseph Cordes, were present at the meeting, and he invited their participation as the Report was made.

Professor Griffith began by pointing out, as indicated in the Introduction to the Report, that FP&B did not attempt to present a comprehensive Report on the FY'03 Five-Year Operating and Capital Budgets, but rather tried to focus the Special Report on a number of topics that might be of special interest to the faculty. Professor Griffith then invited the Senate to examine the underlying documents if they wished to see this information, copies of which should be available from the Treasurer's Office.

Professor Griffith then briefly summarized the information given in Tables appended to the Special Report. Tables 1 and 2 contain the Operating and Capital Budgets for FY '03 as they were presented to the Board of Trustees in May, 2002. Professor Griffith noted that the projected figures given have been in flux since that time and the information is already considerably out of date in a number of respects, for example, in level of endowment support. Table 3 lists Comparative Endowment per Full-Time Equivalent (FTE) Student for FY' '02, and reveals that GW is 38th in its peer group of 42 institutions. GW is still clearly dependent upon tuition revenue.

Table 4 presents a Comparative Analysis of FY '01 Gifts and Pledges, and GW is not in a leading position with regard to this measurement, ranking last in the group. GW also has the highest Debt to Endowment Ratio of the peer institutions listed, again, based upon the value of the endowment in FY '01. Professor Griffith estimated the value of the endowment presently at $578 million, and noted that the debt has not declined since FY '01, so the current ratio is worse. Table 6 gives a Comparative listing of FY '01 Debt to Net Assets based on the same peer group of institutions, and again, GW ranks last in Net Assets per FTE student and in overall Debt to Net Assets.

Also appended to the Report are Summaries of GW's Debt Management (Table 7), and Research Expenditures (Table 8). Overall, particularly in a climate where endowment payouts have been slashed, Professor Griffith said, the University will be operating next year in a very stringent budgetary environment, with little relief in sight for the out-years. While additional cost-savings and revenue enhancements (including a larger freshman class), are still being worked out, it is apparent that no funds from the endowment will be available to support

the Strategic Excellence Campaign, which will be funded by reallocations and from tuition increases. One bright spot, Professor Griffith noted, was that research expenditures across the University have nearly doubled, from a total of $54.8 million in FY '97 to $104.8 million in FY '02.

Table 9 of the Special Report sets forth the rates of Growth of Faculty, Course Sections, and Enrollment. Table 10 sets forth the Inventory of General Purpose Classrooms at Foggy Bottom, and Table 11 gives the Estimated Change in Enrollment in the Junior and Senior Classes for the fiscal years 2000-2005.

While the number of undergraduate course sections has increased significantly, the number of faculty has been growing at a somewhat slower pace. Against this backdrop, an Inventory of Foggy Bottom General Purpose Classrooms shows that the total number of classrooms may well be insufficient to meet projected needs.

Table 12 sets forth overall Academic and Non-Academic Expenses per FTE for the fiscal years 1998 through 2002. Over this period, Professor Griffith said, instructional expenses per FTE, such as faculty and staff salaries, as well as total academic expenses, which would include the libraries, have been reduced. This appears to be true also of FTE expenses by the Dean of Students Office. This may be an indication of what is driving a prospective increase in enrollment, he added, as the University's costs can be divided over a somewhat larger number of students, so that GW is, in effect, increasing the margin that it has.

Professor Griffith then invited Associate Vice President Linebaugh to comment on the classroom space issue, and discussion followed on this issue by Vice Presidents Lehman and Linebaugh, and Professors Griffith, Gupta, and Cordes. Professor Griffith said that he was uncertain about the University's failure to comply with the Order of the D.C. Board of Zoning Appeals which requires that GW house certain percentages of students on campus, and what this failure might mean for the availability of classrooms in Funger Hall, which was slated for renovations if the new School of Business and Public Management building were built. He added that if nothing changes with respect to the projected availability of classrooms, these numbers, combined with the rising number of sections, particularly at the upper division level, appear to herald a very serious space crunch. Already, he said, based on the shortage of classrooms, the scheduling office has made changes in time slots for courses on very short notice.

Vice President Linebaugh said that as of March 20th, the University had over 200 courses for which there were no available classrooms, and that his office had been working since that time with departments to alleviate the problem. He noted that a number of departments have faithfully adhered to scheduling guidelines, and that others had not, exacerbating the problem. There is particularly heavy demand, he said, for classes scheduled to begin between 11 a.m. and 2 p.m., and also for classes beginning at 6:10 p.m. Classrooms are available beginning at 8:10 p.m., he said, but there are concerns about the willingness of students to enroll in courses that end at 10 p.m. In any event, Vice President Linebaugh said, the University will be considering a revised time band schedule which would result in significant changes in the way in which classes are scheduled at the University. Since the number of available classrooms will not increase, and Spring '04 scheduling materials are due to be issued before the end of April, these changes may have to be implemented as early as the Spring semester, 2004.

Professor Griffith asked if additional classroom space might be available at 2020 K Street, and if so, whether it had been resolved as to whether the Treasurer's Office or Academic Affairs would pay for the space. Vice President Lehman responded that his Office would pay if it becomes necessary. Professor Paratore asked if distance learning has had any impact in reducing the need for classroom space, and Vice President Lehman said that it has not.

Professor Simon asked Professor Griffith whether or not research revenue was included in the figures set forth in Table 1, as it did not appear as a separate line item. If these revenues were not included, he said, then the figures given in the Table were not accurate and the numbers did not add up. Discussion followed between Vice President Lehman and Professors Griffith and Simon on this issue.

Professor Wirtz asked if the Report could be re-issued with the correct numbers inserted so that the Senate would be able to judge what the bottom line was. Professor Griffith said he thought it would be better to get the updated operating budget figures for FY '03 to see the most current version.

Professor Gupta observed that the line item for bad debts is $4 million, and this is projected to increase at something like 5% per year. Professor Griffith said that his guess would be that student indebtedness is growing rather rapidly and the expectation that defaults would continue to increase was reflected in the budget. Professor Gupta then inquired about the University's credit rating and Professor Griffith said that the University's debt rating was lowered slightly a couple of years ago, but this was largely due, he thought, to the University's perceived liability for elements of the Medical Center that were thought to be a risk. The liability, he noted, has now been largely eliminated. President Trachtenberg said that the rating agencies think very well of GW, and if one looks at the array of data, one sees a robust and growing application pool of increasingly high quality students. Research productivity has doubled, he added, and the debt has not been spent on operating expenses, but rather on facilities that enhance the University's offerings and capabilities.

Professor Wirtz said that, based on Professor Griffith's comments, it appeared to him that strategic decisions were being made about the number of students to admit based upon the condition of the University budget. Looking forward to a time when the economy will presumably be better, he asked if it were the University's plan to reduce the number of students or if increased enrollments would simply set a new baseline. Professor Griffith said he was not an authority on this point, but he thought that the enrollment was expected to level off at about 10,000 undergraduates over the next four or five years. Since it seems that increased enrollment is being sought because of the condition of the endowment, Professor Wirtz asked what would happen to the additional revenues once the endowment situation improved, and whether or not additional revenues would be invested in the academic side of the University. Professor Griffith said that the figures set forth in the Report are a projection of the endowment payout for FY '04 and these figures will not be final until the Board of Trustees approves them in May, 2003. In recent years the total payout from the endowment has been somewhere in the neighborhood of 7%. The Board has just lowered this sharply to 6%, and the Board may well wish to be even more cautious about this level of spending in the future. Professor Wirtz observed that if the endowment increases, the dollar value of the payout from this larger endowment would also increase even if the percentage drawn down did not increase, and he asked again if the University would reduce the number of undergraduates in this event or if additional funds would be invested in academics. Professor Griffith said that the answer to

Professor Wirtz's question was beyond the scope of the Special Report, and was really a matter of long-term planning, a subject in which the FP&B is not involved in any substantive way.

Professor Wilmarth noted the decline in the value of the University's endowment and said that Business Week recently published a lengthy article about the collapse of the Lipper Hedge Fund in which GW had funds invested. He asked whether the performance of the University's endowment was comparable to the results at peer institutions. Professor Griffith said that when endowments comparable to the University's were rising rapidly at something like 18% at the peak of the stock market, GW's overall return was approximately 13%. On the other hand, when endowments started falling, the University once again beat the market on the downside. The explanation offered for the slower rise, he said, is the portion of the endowment devoted to real estate, currently about 15%. While it seems this endowment structure should have cushioned the fall in the value of the endowment as the market declined, it did not, particularly when low returns were combined with large endowment payouts.

Professor Wilmarth said that he understood, given the significant loss in the University's endowment, why the University has frozen faculty and staff merit increases for part of next year. He asked whether he was correct in understanding that this would be a 100% freeze, and that no cost of living component would be forthcoming. Professor Griffith said this was his understanding as well. Professor Wilmarth then asked if the freeze extended to senior University administrators, and Professor Griffith responded that Vice President Lehman informed him that senior administrators have, for the second year, foregone salary increases. He added that he did not know if bonuses had been suspended, or not. Professor Wilmarth expressed his opinion that it would be desirable for University administrators to "lead by example" with regard to the announced salary freeze. (The Special Report is attached.)

Professor Griffith then asked the Senate's leave to yield the floor to Professor Gupta so that he could present a Report on Administrative Salaries at the University.

REPORT ON ADMINISTRATIVE SALARIES

Professor Murli M. Gupta distributed his Report and briefed the Senate on the compilation of data on the salaries of highly compensated individuals at GW. This was the Report, he said, that had previously been presented annually by Professor Arthur Kirsch, and included information taken from IRS Form 990, which the University is required to file annually. The information presented this year represents data from the latest filing for the year ending June, 2000. Professor Gupta noted that at some point in the last few years, the University has changed the filing of this form to correspond to the academic year rather than the calendar year.

Included in the Report, which was provided to the Appointment, Salary, and Promotion Policies Committee, are the salaries of the President and Vice Presidents for the year ending in the Year 2000, and there are comparisons to the data years ending June, 2000, as well as those ending in June, 1999 and June, 1996. Professor Gupta observed that while salaries of senior administrators had increased some 32.5 % over a 4.5 year time period, the average regular full time salaries of the faculty ranks, excluding the School of Medicine, have only increased by approximately 22% over a 5 year period. (The Report is attached.)

GENERAL BUSINESS

I. NOMINATION FOR ELECTION OF MEMBERS OF THE EXECUTIVE COMMITTEE FOR THE 2003-04 SESSION

On behalf of the Nominating Committee, Professor Lynda L. West moved the nomination of Professor Lilien F. Robinson for election as Chair of the Executive Committee for the 2003-04 Session. The nomination was approved. Professor West then moved the nomination of the following nominees for election to the Executive Committee for the next Session: Professors Michael S. Castleberry (GSEHD), Robert J. Harrington (SEAS), Peter F. Klarén (ESIA), Gary L. Simon (SMHS), Arthur E. Wilmarth, Jr. (GWLS), and Philip W. Wirtz (SBPM). The entire slate was approved.

II. NOMINATION FOR ELECTION OF NOMINEES TO THE DISPUTE RESOLUTION COMMITTEE

On behalf of the Executive Committee, Professor Robinson moved the nominations for election of the following nominees to Dispute Resolution Committee for three-year terms commencing May 1, 2003: Professors Milos Doroslovacki (SEAS), Mary Gowan (SBPM), Valentina Harizanov (CSAS), Salman Kazmi (SMHS), and Paul M. Swiercz (SBPM). No nominations were made from the floor, and the slate was approved.

III. NOMINATION FOR APPOINTMENT BY THE PRESIDENT TO ADMINISTRATIVE COMMITTEES

On behalf of the Executive Committee, Professor Robinson moved the nominations of the following faculty members for appointment by the President to the following Administrative Committees: University Hearing Board: David Goodenough and Charis Kubrin; Marvin Center Governing Board: John J. Battles, Stephen McGraw, Bradley Sabelli, and Alan Wade; Marvin Center Program Board: Dana Burgess. No nominations were made from the floor, and the nominees were elected.

A short recess was declared in order to have the annual photograph of the Senate taken.

IV. REPORT OF THE EXECUTIVE COMMITTEE

Professor Robinson presented the Report of the Executive Committee, which is enclosed.

V. INTERIM REPORTS OF SENATE COMMITTEES

Professor Emmet Kennedy, Chair of the Appointment, Salary, and Promotion Policies Committee (ASPP), presented a Report, the main points of which he briefly reviewed.

The Committee has examined the issue of faculty consultation in the appointment of faculty members to endowed chairs at GW. In contrast to market basket schools studied by the Committee, GW seems to utilize extensive faculty consultation; this conclusion was backed up by an inquiry by GW's Office of Institutional Research, the response to which indicated a

greater administrative role in endowed chair appointments at other institutions than is the case at GW.

The Committee also examined data from the schools concerning contract faculty and other faculty who are full time but not on tenure lines. The Faculty Code requires that no more than 25% of faculty members comprise this category. While the School of Public Health and Health Services was exempted from this requirement for several years, the Faculty Senate adopted a Resolution setting forth a timetable for them to come into compliance with the Code. The Committee considered and rejected presenting a similar Resolution to the Senate that would set such a timetable for the Graduate School of Education and Human Development, which remains out of compliance with the Code.

The Committee has also considered the issue of a possible extension of the tenure clock for faculty parents, and a very complete and intricate study was done by Committee member Miriam Galston. A Resolution on this topic should be presented for the Senate's consideration very soon.

The only action taken this year by ASPP concerning Adjunct Faculty was to respond to a query from an adjunct faculty member who could not understand why there was no correspondence between ranks of part-time faculty and their salaries. As the outgoing Chair of the Committee, Professor Kennedy said he was unaware of what the University has done to date about adjunct faculty salaries since the President had remarked last year that he would like to see GW become a "flagship university" in dealing with this problem.

In terms of an alternative academic calendar, the ASPP committee expressed concern about several aspects of such a change, including the apparent need to appoint more faculty if a new plan is introduced, as well as increasing salaries for existing faculty teaching a third session. The Committee also was concerned that the proceeds from the new summer session, if implemented, should be retained by Academic Affairs.

Finally, concerning administrative and faculty salaries, Professor Kennedy added to Professor Gupta's observations by noting that if salaries for all faculty ranks were taken into account, administrative salaries increased something like 10% to 15% more over the same period. This increase in compensation rates, taken in conjunction with the recent announcement that faculty salary increases will be suspended until July, 2004, only compounds the administration's apparent disregard for the faculty's performance in comparison with its own, he concluded. (The Report is attached.)

BRIEF STATEMENTS

Vice President Lehman apologized for his late arrival at the meeting due to another previously scheduled professional commitment, and he said he wanted to answer a question a lot of people have been asking about preparations within Academic Affairs with regard to Emergency Preparedness. A memorandum from Academic Affairs is to be distributed next Monday requesting that each department develop a Local Emergency Contingency Plan. Included with this memorandum would be a plan already developed by the Psychology Department, which is instructive because it considers the impacts of emergencies not only on teaching, but on clinical and animal research activity as well. He added that it was his

expectation that departments would work out their Local Contingency Plans as quickly as possible and submit them for approval. The key thing, he concluded, is that once each plan is finalized, everyone needs to become familiar with the plan. (The Local Emergency Contingency Plan from the Office of the EVPAA as well as the Psychology Department's model are attached.)

Professor Griffith asked if the Executive Committee would consider whether or not the current structure of the term of the Faculty Senate continues to make sense. Currently, the Senate's new session starts with the May meeting, and ends the following April. Many Committees do not meet during the summer months, nor do they complete work on resolutions until the April meeting, and with a new session beginning in May, some of the people who have chaired Committees are no longer on the Senate. Professor Griffith then asked if the Executive Committee would formally consider whether or not it would be possible to elect a new Executive Committee in May, and then staff Committees beginning in September. President Trachtenberg asked if it would make any difference what the result of the Alternative Academic Calendar initiative turned out to be, as this might have an effect on the structure of Senate Sessions. Professor Griffith responded that he had not considered this as yet. Professor Robinson observed that, as this schedule is set forth in the Faculty Organization Plan, it might be necessary to present a resolution to the Faculty Assembly in the Fall if a change were to be made.

Professor Arthur E. Wilmarth, Jr. said that, as a member of the Executive Committee, he wanted to express his appreciation to Professor Robinson for her service as Chair. As always, he said, she brings to the Committee a remarkable combination of efficiency, firmness, decisiveness, and the utmost diplomacy. It has been a challenging year, he said, in several respects, and he added that he was always greatly impressed by her ability to keep her equanimity, good humor, and kindness, and yet still represent the faculty extremely effectively. He concluded by saying that he was extremely grateful for the outstanding service she has rendered this year, and he was delighted that she will continue to serve as Chair next year. Professor Wilmarth's remarks were well received by the Senate, which reacted with verbal affirmations of support, and a round of applause.

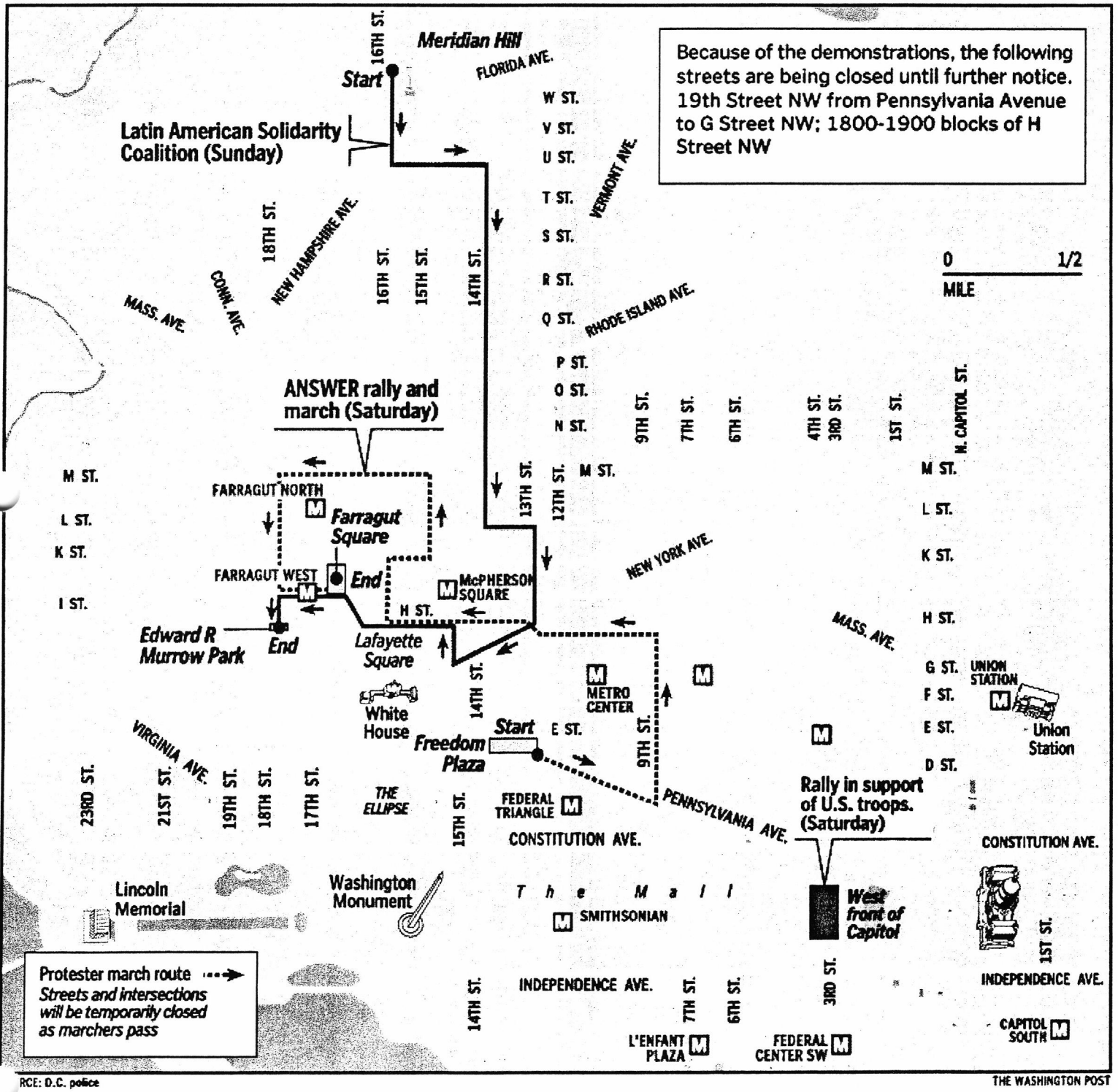
ADJOURNMENT

Upon motion made and seconded, the meeting was adjourned at 4:10 p.m.

Dennis L. Geyer
Dennis L. Geyer
Secretary

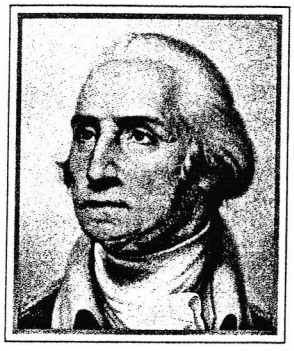
Weekend Rallies

Tomorrow's antiwar rally will start at noon in Freedom Plaza and will be followed by a march. Supporters of the Iraq war will gather, also at noon, at the West Front of the U.S. Capitol. About 11 a.m. Sunday, the Latin America Solidarity Coalition is planning a rally at Meridian Hill Park, followed by a march.



SOURCE: D.C. police

THE WASHINGTON POST



THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON DC

INCIDENT PLANNING, RESPONSE, AND RECOVERY MANUAL

FOR

THE GEORGE WASHINGTON UNIVERSITY CAMPUSES, GRADUATE EDUCATION CENTERS, AND STRATEGIC PARTNERS

Updated: September 16, 2002

The manual, and supporting annexes, are available on the GWU website at http://www.gwu.edu/~response/ Your GW e-mail username and address provides you with access to the annexes on this site.

Office of Public Safety and Emergency Management
Rice Hall, Suite 701
2121 Eye Street, NW
Washington, D.C. 20052
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AND
TREASURER

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Letter of Promulgation

August 14, 2002

Dear Colleagues and the GW Community:

Herein you will find the overview guidance for incident planning, response, and recovery for The George Washington University. The entire GW Community is encouraged to become familiar with this document. It is our collective best effort to protect our people, property, and vital interests in the event of any incident. The ultimate success of this effort depends on you. You must help us make it better and, in the event of an incident, use the information here to help us fulfill our responsibilities to each other.

Points of departure from our previous procedures that you will recognize as you study this manual include:

- A set of "Alert Levels" is employed to ensure the entire community informed about impending or occurring situations and their scope and severity.
- Information will be web-based even more than in the past. This will not just be for planning but will include substantive updates during an incident and the initial phases of recovery from it.
- An Incident Response Team now exists and is empowered to act with full authority during less serious incidents and until the Crisis Action Team is in place during an incident of larger scale. This will improve our responsiveness and the timeliness of critical actions.
- Areas to support the Metropolitan Police Department, other security personnel, and the media will be designated in advance whenever possible. These relationships will also be defined and described by Memoranda of Understanding (MOU's), and each area will be supported by university liaison and support personnel throughout any incident or situation that requires these areas be used.
- A Command Center and an Alternate Command Center are being established (and stocked) and procedures are established to ensure continuity of control during an incident.

- The manual frequently identifies specific things to consider when deciding an action rather than assuming that someone will direct specific actions for your particular situation. This unambiguously empowers those in authority to make local decisions if no guidance has reached them and action is required.
- Specific guidance at the local level is included. It is the responsibility of local level supervisors to establish this guidance and to procure the limited emergency supplies to ensure effective preparations and implementation.
- The University Police Department's scout cars and the 4RIDE vans are being equipped with public address systems that can be used from remote radio transmitters. These will allow us to communicate information and directions even if the standard methods of communication are denied to us as a result of the incident. Some "designated employees" will be used to drive the 4RIDE vans during periods when their normal drivers are not available.
- "Designated" or essential employees are still selected by their supervisors, but you will find we have established criteria for those selections. And, their "designated employee" status will be re-validated annually by letter.
- For the worst incidents, our Trainers from the Athletic Department, and other qualified personnel, will triage and provide first aid to the injured. They are empowered to administer first aid and to direct the actions of others to mitigate suffering and the consequential dangers that can follow if injuries go unattended.
- Clear priorities are established for the restoration of any operations that might be disrupted by an incident. These priorities are supported by a graduated capital investment plan designed to increase redundancy for our most critical functions and to develop an identified set of alternatives to fulfill our responsibilities to each other.
- And, our definitive minimum expectations are communicated regarding the *responsibilities of and for* our individuals with disabilities.

Additional improvements will emerge as these are implemented. Therefore, I encourage your active involvement to ensure the continued refinement of all aspects of the manual.

Together we can make this our best set of options.

Stephen Trachtenberg

Stephen Joel Trachtenberg
President



THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON DC

Letter of Implementation

June 24, 2002

To the GW Community:

Comprehensive response to incidents that can affect any aspect of our operations requires the broadest possible preparation. This manual is intended to inform, empower, and direct a series of actions and decisions at every level of the university. Responsibility and responsiveness are only possible and effective if guidance, information, and support are clear and as fully implemented as possible.

It is everyone's responsibility to participate in meeting our collective challenges during an incident to prevent escalation of the challenges and worsening of our common situation. Some incidents will simply be beyond the scale of what we can reasonably expect the University Police Department and other first responders to handle alone. The opportunity to help will exist in all situations if you are prepared to make useful and informed personal decisions. The actions taken in the initial phases of a major incident can affect this university for decades.

Avoiding the unnecessary consequences and mitigating unavoidable results of incidents can be accomplished by the responsiveness of well prepared members of the GW community. As such, the following steps should be undertaken beginning immediately:

- completion and implementation of this manual,
- discharge of responsibilities assigned or implied during an incident,
- procurement of local emergency supplies,
- routine back-up and remote storage of critical data, and
- phased development of redundant systems and innovative alternative methods of conducting day-to-day operations.

Any requirements of this manual that cannot be met should immediately be reported to the Assistant Vice President for Public Safety and Emergency Management, copy to your Vice President, using the "Feedback" hyperlink at the bottom of the Record of Updates page. That report should include:

- the specific provision that cannot be met,
- the reason for non-compliance,
- a recommended interim solution or alternative,
- an implementation plan for the interim or alternate solution, and

- either the date by which compliance is possible or, if that date cannot be immediately assessed,
- the date by which an estimated compliance date will be provided.

Anyone assigned a responsibility by this manual that they cannot fulfill should immediately inform their supervisor. The supervisor, if unable to reassign the responsibilities locally, will report the situation as noted in the paragraph above.

Anyone who recognizes a potential improvement to this manual should recommend its incorporation to the Assistant Vice President for Public Safety and Emergency Management, copy to their Vice President, using the "Feedback" hyperlink at the bottom of the Record of Updates.

Dennis H. Blumer
Vice President and General Counsel

Beverly Bond
Vice President for Advancement

Robert A. Chernak
Vice President for Student and
Academic Support Services

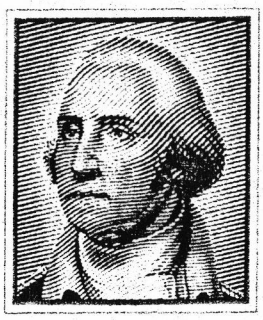
Michael Freedman
Vice President for Communications

Louis H. Katz
Vice President and Treasurer

Donald R. Lehman
Vice President for Academic Affairs

Richard N. Sawaya
Vice President for Government,
International and Corporate Affairs

John F. Williams, M.D.
Vice President for Health Affairs and
Dean of the School of Medicine
and Health Sciences



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June 24, 2002

The attached plan is far from complete. That is, in part, because to be of any value to us it must be a living document – forever in refinement and improvement. Consequently, it will be maintained on-line. Those portions requiring confidentiality or administrative privacy will be password protected. The majority of the plan, however, always will be available for refinement.

Updates will be noted at the front of the document. The changes they include will be shown in the document in green text for a period of one month from the time they are implemented. The full text of each update will also be available by clicking on their respective hyperlinks on the Record of Updates page.

Your continued role in the development of this manual is equally important. You should sign-in to the site regularly and make yourself familiar with the most recent changes. Opportunities for improvement should be noted using the "Feedback" hyperlink at the bottom of the Record of Updates. Please be as specific as you can – but any recommendation will be appreciated. That said, the following principles are revisited frequently throughout the manual. When all else fails, follow them as guidance.

The Ten Commandments of Incident Planning, Response, and Recovery

- Test, exercise, and refine your plans and equipment.
- Build redundancy and seek alternatives.
- Our decision-makers need and deserve your advice and support.
- Do not confuse policy and planning with decisions and direction.
- Meet your responsibilities and we will preserve our common future.
- Help to protect our people, property, and vital interests.
- Do not seek sanctuary less safe than your current location.
- Take reasonable actions to mitigate losses.

- Recover and restore what is ours with all deliberate speed.

- Neither hold back nor spin information – nor offer it gratuitously.

Many of you took time from your demanding schedules to help me understand your requirements and the extent and limits of our responsibilities. For whatever benefit that information delivers during an incident, the entire GW community will be in your debt.

John N. Petrie
Assistant Vice President
for Public Safety and
Emergency Management

Record of Updates

Date	Update Number	Editor's Name	Comments (note content added or superceded)

Purpose and Context

We must prepare the university to be able to respond to, and recover from, any incident to achieve these objectives:

- maximize survival,
- minimize injuries and loss,
- preserve or restore the academic environment and its essential support structures,
- ensure the continuous conduct of our critical functions, and
- sustain our vital interests.

Success will require a sense of these objectives to provide direction and context for our efforts. The following sections should help provide that sense.

The Plan

Contingency planning provides specific procedural responsibility, while allowing the flexibility to deal with unique or changing conditions. The purpose of this plan is to establish procedures and priorities to achieve our objectives. To enable our efforts we must concurrently attend to the maintenance of minimum and essential operations during and after an incident. This manual establishes operational procedures and expectations regarding internal and external communications intended to better manage any situation.

In any post-incident assessment, the greatest benefits of this plan should be recognized to have been as much from the ***planning and preparation process*** as they are from the plan's detailed implementation.

In reviewing this plan, remember that what happens in the initial phases of an incident at The George Washington University can affect the institution for decades to come.

Our Priorities

People: The George Washington University's highest priority is the safety and well being of those who live, study, and work within what is referred to as the GW community. While this community is usually thought of in terms of the main campus at Foggy Bottom, this priority requires the same attention anywhere people are under the aegis of the GW logo.

Property: The university's property collectively constitutes an extraordinarily important resource. As it is intended to support, directly or indirectly, the academic mission of the institution, it must be protected and preserved by any means that do not require our people to assume undue risks to themselves. While some of our property is quite valuable, it is our property's contribution to the university's mission that establishes its priority.

Vital Interests: Beyond the more quantifiable priorities discussed above there are values, rights, processes, and operations that are essential to the identity, reputation, and

sustainability of the university. They include the idea referred to by some as continuity of operations but are conceptually and philosophically far more important. That is, they are the elements of who we are, how we fulfill our responsibilities to each other, and the appropriate means to our common goals that make The George Washington University's reputation.

These vital interests are most clearly in evidence and demonstrably protected in our relations with the media. But that is merely the beginning of what must be done to properly attend to this priority. Our Media Relations staff can state our intentions and describe our actions but fully protecting these interests requires that the behaviors we demonstrate to our various constituencies bring credit to the university and sustain and build our reputation. These interests include, for example:

- the availability of the web-based information to families who cannot tell what is happening on campus during an incident and can find confidence in an up to date and candid report of our situation;
- the proper information flow to and from those answering phones in the Dean of Students organization and Parent Services so that they can best support the university, and those who call, in stressful times;
- the sustained operation of basic functions throughout an incident;
- the selflessness and self-control of those in positions of responsibility;
- the attention paid to the special requirements that emerge or require specific action during an incident; and
- other qualitative measures of how we discharge the responsibilities of the university in times of great stress.

While this list merely is illustrative, and far from exhaustive, it addresses the more abstract and non-quantifiable matters in which the university's interests are real and essential. Prior attention to and justifiable pride in these matters makes them part of the connotation that attends the definition of The George Washington University. The routine investment of time, energy, and attention before the fact makes these issues vital interests of the university as our behavior reflects the way they are valued and our sense of ownership. They are matters that during our normal routine we would not step away from without serious deliberation. As such, they should not be abandoned during an incident absent conscious decisions involving higher priorities.

To identify the vital interests that you need to protect, ask yourself, "What are the things that you do that:

- are most important to the students, faculty, and staff;
- directly support GW families, alumni, or community;
- must be done for others to do their jobs;
- care for or empower others;
- are the items that enjoy the highest visibility outside your office, or
- are the part of your job that makes you most proud of what you do?"

The manner in which we deal with these priorities during an incident will be a yardstick by which the university is measured after the fact. Those who will measure us include our students, their families, the families of potential future students, our other constituencies, the media, and – perhaps most importantly – ourselves.

Types of Incidents by Duration

Incidents can be divided into two types based upon the characteristic of duration. While duration does not itself inform us regarding the significance of the incident, it does define our ability to respond and to take mitigating action to improve the end result.

Finite Incidents: Incidents that occur and then rapidly or instantaneously cease normally involve equally rapid initial restorations. Most accidents and emotion driven violence fall into this category.

Evolving Incidents: Incidents that unfold over time. Their protracted nature can result from:

- the scope or impact of their cause,
- consequential damages (second order effects), or
- an inability to effectively mitigate their effects or control their progression.

Any of these can create situations far more significant than the initial disclosure might indicate. Flooding, fires, structural instability, infrastructure degradation, contagious diseases, civil disturbances, and purposeful acts of destruction or violence are examples of evolving incidents. Most of the response and restoration issues in this manual apply to evolving incidents.

Phases of Incidents

To insure both the safety and well being of the GW community, it is also critical that actions are taken to mitigate the effects of the incident and that normalcy is restored as quickly as possible to all aspects of university life and operations. As such, this manual includes guidance concerning:

- preparations for incidents,
- response to them,
- and timely recovery from them.

Incidents in Ascending Order of Severity

The incidents discussed here will be responded to considering their scale, severity, the degree of disruption they impose, and their breadth of influence on our safety and operations. These attributes will also inform decisions regarding the university status and Alert Levels we set. They are categorized to facilitate our preparation and response as indicated below:

- Incident: An unanticipated event of any scale that affects the university and demands action by members of the administration. (This term can be used to describe events across the spectrum of severity).
- Civil Disturbance: A purposeful act, by an individual or group – whether from within or without the GW community – that calls attention to itself in such a manner that it distracts from the intended schedule or focus of events at the university. Demonstrations can fall into this category but all demonstrations are not civil disturbances.
- Emergency: An unanticipated event that places life, property, or vital interests at risk and demands immediate response, deliberate recovery efforts, or use of alternatives resources or methods.
- Crisis: A critical turning point. An unstable condition in which an abrupt or decisive change is pending. The potential outcomes include adverse consequences. A crisis is an event that challenges our values and priorities or threatens the vital interests and strategic goals of the university and disrupts critical functions.
- Disaster: An event involving significant destruction and distress that adversely affects our priorities, strategic goals, and vital interests and disrupts business continuity. The scale of a disaster requires an extraordinary response from within and outside the university.
- Catastrophe: An event on the scale of a disaster that includes:
  - serious injury or death of a member of the GW community, or
  - permanent damage to university property or vital interests, or
  - destruction or disruption on such a scale that it permanently denies the attainment of at least one strategic goal, or
  - irreparable damage to any university building(s), or
  - a disruption of operational continuity that makes completion of the current semester prior to the scheduled start of the next academic session (fall, spring or summer) impossible, or
  - economic costs requiring more than three years to recover, or
  - a situation where demand for emergency services exceeds their capacity to the degree that second order effects significantly increase the scale and perception of the consequences.

Strategic Decision-making

The ability to effectively respond to and efficiently recover from a significant disruption of normal activities is critical to the operations and reputation of any organization. In fact, the impact of such a disruption is strategic in scale. This elevates planning for, response during, and recovery from an incident to the level of strategic actions. As strategic actions are the business of leadership, the most senior officers of this university will be the decision-makers, as members of the Crisis Action Team, in any incident that has the characteristics of a crisis (see definition above). This will be facilitated and accomplished by:

- their authoritative guidance, issued before the fact to empower Deans, Directors, and Department Chairs to act and react immediately to any incident;

- their delegated authority for the Incident Response Team to take timely action;
- their deliberative analysis of the specifics of incidents as the Crisis Action Team (when appropriate) from the Command Center;
- and, their decisions to support immediate response, effective mitigation efforts, and urgent recovery actions as necessary.

Preparations, Responsiveness, and Responsibility
While senior leadership's involvement is essential to the effective direction of response and recovery, ***success also depends upon***:

- comprehensive preparations to ensure:
  - awareness of key issues, decision points, and factors at all levels of the organization;
  - purchase, positioning, and familiarity with equipment and supplies to assist in managing the impact of incidents at the local level;
  - necessary redundancy of programs, records, and files to facilitate transition to manual systems or rapid re-establishment of access to systems and data bases;
- faculty and staff carrying out the pre-planned responses and using their best judgment to meet the specific challenges of the incident;
- and, "designated personnel" restoring or sustaining all possible operations and support consistent with the challenges that have disrupted, or threaten to disrupt, our critical infrastructure and logistics.

To that end, this manual intends to provide information that will develop a degree of confidence in all those who will need to take initial actions in response to any incident. Further, ***those requiring authority to act, absent the ability to communicate with their supervisor attendant to loss of effective communications or the immediacy of the situation, are empowered to do what is necessary to protect: people, property, and the vital interests of the university***.

To accomplish this, the university re-evaluated its requirements for emergency response through the broader perspective of "emergency" made clear by the events of September 11, 2001. This manual builds upon the sound foundations already in existence and incorporates expanded plans to ensure, to the fullest extent possible, the safety and welfare of all entrusted to our responsibility or care or who otherwise fall within our purview and our opportunities to help each other. Further, it outlines the prioritized steps to expeditiously restore the university to normal operations. This is especially true for those functions identified as critical.

Our objective is to prepare ourselves in such a manner that:

- those in positions of leadership will be empowered to take effective initial actions without specific guidance;
- the Initial Response and Crisis Action Teams can effectively intervene to mitigate risk in any case and to reduce the impact of loss and damage in the worst case;

- we can respond effectively to and recover quickly from the incident;
- and, in the end, that ***each person involved will be able to tell that their welfare was the highest priority of The George Washington University.***

One of the most important aspects of this manual is the distribution of responsibilities across the university community. Fulfilling these responsibilities is essential to the attending to these priorities and the success of the objectives above.

At this juncture it is important to note that the leaders of each distinct element of the university are responsible to maintain local contingency plans for the areas where their people work and for the expeditious restoration of normal operations should an incident disrupt our continuity of operations. The continuity plans must be validated each year by the first working day of July. To assist in the preparation of these locally developed plans, guidelines and critical issues for inclusion are provided at Annexes A and B. These local contingency plans are reviewed for effectiveness and included as appendices to those annexes to assure the coherence of our overall plan.

Assumptions

The effectiveness of this manual rests upon a set of assumptions. The validity of these assumptions is directly proportionate to the manual's potential benefit to the university. These assumptions include:

- That those reviewing parts of this manual will be thorough in their critique considering content, completeness, and anticipated effectiveness of its implementation.
- That items identified for action will be conscientiously pursued to completion.
- That essential elements of information will be made clear to those who will need to act or react based upon knowledge of those elements.
- That "designated personnel" will be able to fulfill their responsibilities.
- That sufficient communications will survive the incident to permit the Incident Response or Crisis Action Teams to direct and manage the response and initial restoration phases.
- That the identification of our readiness to sustain or restore our critical functions is conducted conscientiously and with exceptional candor.
- That sufficient personnel and material resources survive an incident to place these procedures in effect.
- That this planning effort will eventually be understood to be far more important that the plan itself.

Levels of University Status
Alert Levels

To properly manage incidents a prompt and orderly mobilization of resources is necessary. This plan uses the Levels of University Status shown on The George Washington University Homepage to:

- inform personnel,
- set preparations in motion, and
- change the degree of security awareness of the GW Community when an incident is either anticipated or in progress.

The Crisis Manager, the Incident Response Team, or the Crisis Action Team will set the appropriate alert levels based on the best information available. The levels defined below support both preparations and response across the spectrum of possible situations. (The time parameters of finite incidents may not permit the establishment of a higher alert level prior to the situation returning to normal. However, all evolving incidents will fully employ this data.) These levels are:

Normal (Level IV):

A level IV status indicates ***normal operations of the university***. The local, national, and international news and other available information warrant neither increased concern nor actions beyond normal security efforts.

Incident Watch (Alert Level III):

Transition point: a departure from normal operations.

A level III alert will be established in response to:

- an incident that disrupts some aspect of university operations but ***can be controlled by on-duty police*** and others in authority present, or
- in anticipation of a possible ***incident of that scope that is not yet assessed as credible or imminent.***

Police, faculty, and staff should be alert to indications of an imminent or occurring incident and take appropriate precautionary or protective actions. Information regarding an incident will be shared by the most expeditious methods available with those in positions of responsibility throughout the university. University personnel not in affected areas should continue to perform normal functions but should watch for potential escalation of the incident.

Examples include weather presenting a risk of damage, initial recognition of vandalism in laboratory facilities, unsecured sensitive facilities, a suspicious package, an identifiable group of trespassers, or a pattern of recent incidents in the area or at other campuses.

Appropriate notifications may include: UPD; affected departmental administrators; university administrators; the Crisis Manager, University Relations; IRT; the Associate Vice President for Student and Academic Support Services; The George Washington University Hospital; MPD; DC Fire Department; and Facilities Management.

Incident Warning (Level II Alert):

Transition point: exceeding our capacity to respond.

A level II alert be established in response to:

- an incident that ***cannot be controlled by on-duty police*** and others in positions of authority present, or
- in some other manner ***exceeds the university's capacity to respond or recover*** without outside assistance, or
- in anticipation of ***an incident of that scope assessed as credible and imminent.***

The University Command Center will be set-up. The Crisis Manager, IRT, and their alternates will be prepared to respond. "Designated Personnel" will be advised that extended hours are likely with little or no notice. Off-going police and Facilities Management personnel may be held over and subsequent shifts may be augmented. Supervisors of contract personnel will be informed to support their necessary planning. The Crisis Action Team will receive updates on the anticipated threat at least once a day. Vice Presidents will inform Directors, Deans, and Department Chairs. Key personnel travel will be managed to ensure availability of decision-makers or their designated alternates.

Should the incident occur, decisions will attempt to:

- prevent possible escalation and
- mitigate any and all adverse effects.

Examples of incidents requiring the establishment of a level II alert include outbreaks of violence, or credible threats to specific personnel, laboratories, research facilities or records, critical systems or infrastructure, other campus resources, significant or uncontrolled fire damage, severe weather presenting a threat to life, or presumptive identification of threatening personnel, objects, or substances. Placing personnel on stand-by status and requesting assistance from other agencies may be required.

Appropriate additional notifications may include: Trustees, local emergency management personnel, MPD, DC Fire Department, and insurance company representatives.

Crisis Imminent or Crisis Response (Level I Alert):

Transition point: reaching a crisis (see definition above) or worse.

A level I alert will be established in response to:

- an incident ***meeting or exceeding the criteria for a crisis*** either by the level of damage resulting or through its conceptual importance to the fulfillment of goals, the protection of vital interests, or the adherence to values or,
- the ***duration, disruption, or fiscal impact meets the criteria for a disaster or catastrophe***, or
- the likelihood that ***such an incident is imminent.***

The university Command Center will be staffed. The Alternate Command Center will be set up and support personnel will staff it so that a seamless transition can be made as necessary. Preparations to transition to the Alternate Command Center will always be put in place for a level I alert (see Appendix 1 to Annex C). The university may need to make modifications to academic and business operations and schedules to manage an incident at this level in a manner that ensures, as much as possible, the protection of life and property. While such modifications are not a foregone conclusion, a conscious decision will be appropriate. Circumstances may require immediate extension of the workday for "Designated Personnel;" deferment of days off, holidays, scheduled training, and vacations; and requesting assistance from outside organizations.

Appropriate additional notifications may include: The Mayor, the City Council, White House Secret Service Office, The GW Hospital Secret Service representative, State Department Security, local and federal government emergency management personnel, federal law enforcement officials at other levels, and the University Consortium.

Recovery (The Crisis Manager will assign an alert level consistent with the stage and complexity of recovery operations in progress):

Transition point: the incident and its second order effects are static or improving.

An incident is not over until all initial (but not all protracted) recovery operations are complete. Annex B provides detailed information concerning the local level priorities for restoration of, and requirements for, restoration of interim and normal procedures for each aspect of the university.

In every case where alert levels I or II were established, the Incident Response or the Crisis Action Team will meet following the incident to address lessons learned and potential actions to improve the effectiveness or responsiveness of our preparations.

Appropriate notifications may include: Anyone notified during the course of the incident that requires closure.

Expectations During an Incident

General Guidance

In an emergency, it is important to remain calm and be alert to what is happening around you. Frequently, the best thing you can do during an incident is to summon assistance. Call for professional emergency services by dialing:

- ext. 46111 (UPD) if at Foggy Bottom or ext. 26111 (UPD) if at Mount Vernon, if the line is unavailable or you are at a different location call 911.
- Radiological incident: Shield yourself from the hazardous object/radiation source. Wash your hands with soap and water. Isolate and don't handle the material. Call ext. 46111 (UPD) or ext. 26111 (UPD at Mount Vernon), if the line is unavailable or you are at a different location call 911.
- Biological or Chemical incident: Wash your hands with soap and water. Isolate and don't handle the material. Call ext. 46111 (UPD) or ext. 26111 (UPD at Mount Vernon), if the line is unavailable or you are at a different location call 911.

The more you familiarize yourself with your surroundings and are aware of the location of all exits, fire-pulls, fire extinguishers, first-aid kits, etc. the more likely you will be to act quickly and instinctively during an incident.

If you are injured or unable to help yourself or those in your charge, summon a colleague to come to your aid and fulfill your responsibilities while you are awaiting help.

Guidance Concerning Evacuations

An evacuation should never be considered unless you are moving to a location of greater safety. ***You are always authorized to direct the evacuation of those in your class or organization.*** You may be directed to evacuate in a number of ways:

- The fire alarm may be sounded (this may be restricted in some rental property – check with your supervisor). Always respond to the fire alarm by commencing an evacuation quickly and safely. Never assume you are hearing a false alarm. Such assumptions kill people.
- Any member of the UPD or may direct you to evacuate.
- The university's mobile public address system or other loudspeakers may be used to communicate the need to evacuate.
- Local authorities (police or fire department personnel) may direct you to evacuate.
- Someone, with no implied authority, may inform you of an evacuation in progress and the reason for it.

The need for an evacuation that affects more than one building will be exceptionally rare. A campus-wide evacuation would be truly extraordinary, but must be considered within

this plan. The Crisis Action Team will make any decision involving a multiple building or campus-wide evacuation. If we must evacuate, it will be a phased process moving those closest to the danger to staging areas first. Transportation will be coordinated from the staging areas if the incident lasts long enough to require more permanent relocation.

The details concerning a building evacuation are included here and will apply to evacuations that respond to any of the concerns listed below.

- When evacuating because of an emergency inside the building, take the stairs; do not use the elevator.
- If power is lost, the electronic security system will not be in force; all stairway doors will unlock on loss of power.
- Should you be trapped in the elevator, pick up the security telephone, use the installed speaker, or press the alarm button in the elevator. Remain calm. Help will arrive as soon as possible.
- Give your full attention to your surroundings, helping to insure your safe evacuation and that of those around you.
- Take only limited personal possessions with you, such as coats and purses. Try to carry your GWorld cards and keys with you.
- Take your class list or personnel roster with you so that you can account for people once outside.
- During evacuation, it is important to consider the needs of everyone. Some people have physical challenges or disabilities, are in wheelchairs, use crutches or walkers, have arthritis, heart condition, sight or hearing impairments, asthma or other conditions which might limit mobility, reduce stamina and require assistance. Be aware of staff and/or visitors who are non–English speakers who may also require special assistance in times of emergency.
- For those with special needs who are ambulatory, assign escorts to accompany them from the building.
- If you are responsible for someone who requires special attention that affects their mobility, wait with them – or have someone wait with them – in the fire tower until assistance arrives from emergency personnel. If there is no fire tower, or the evacuation is because of a threat to or an emergency inside the building, enlist helpers. You should ***always seek the advice of the person with physical limitations***. They have more experience at being helped than you do in providing help to them! One safe method is the two-person carry technique, also called the swing or chair carry:
  - Ensure carriers are physically capable of the task.
  - Carriers stand on opposite sides of the individual.
  - Take the arm on your side and wrap it around your shoulder.
  - Grasp your carry partner's forearm behind the person in the small of the back.
  - Reach under the person's knees to grasp the wrist of your carry partner's other hand.
  - Both carry partners should then lean in, close to the person, and lift together.
  - Continue pressing into the person being carried for additional support during the carry.

- Turn off electrical equipment as you depart. Do not delay the evacuation to accomplish this.
- Do not attempt to turn any failed electrical equipment back on.
- Hang up phones knocked off their cradles if doing so will not delay evacuation. (This may help with overloaded phones in a large or notorious incident).
- Avoid all exposed wires.
- Cover the nose and mouth with a piece of clothing to avoid inhaling smoke or dust.
- Once outside, the rendezvous point (for those in your charge to report their safe evacuation) should be upwind or at least at right angles to the wind to avoid inhaling smoke or other contaminants. Assume an explosion will occur if one was threatened. Therefore, you should also be far enough from the building to avoid being struck by debris or shards of glass or stone. This will also keep you clear of the working area required by first responders.
- Flush eyes and mucous membranes as soon as possible if concrete or other dust was present and airborne.

Detection and Awareness of Incident

If the incident involves fire or smoke:

- If you discover a fire or smell and/or see smoke, get out of the area, report the incident – to ext. 46111 at Foggy Bottom, ext. 26111 at Mount Vernon, or 911 elsewhere – quickly and notify them of your address and the exact location of fire or source of smoke.
- Pull the local fire alarm, which is located in your building.
- If there is smoke, stay low to the floor and move to a safe area. Smoke will rise towards the ceiling.
- Feel closed doors for heat before opening them. It is best to use the back of your hand – it is more sensitive to heat than the palm. If the door is hot, the fire may be on the other side of the closed door; if another escape route exists take it. If not, open the door carefully to see if escape is possible. If escape is not possible, put signs in the windows and, if available, use phones to alert first responder to your need for rescue.
- If you can get out, evacuate the building as described above.

If you receive a specific threat:

- If you receive a threat, including a bomb threat, extortion threat or threat from an individual, remain calm, listen carefully, take as many notes as possible and contact the police immediately. Have someone pull the local fire alarm to begin an evacuation of the building as described above while you are on the phone.
  - Try to remember the following information:
    What was the caller's exact wording of the threat?
    What was the time and date you received the call?
    If your phone has caller ID, note the incoming number.
    The telephone number (location of extension) at which the call was received.

- Did the caller reveal any of the following (the caller may be the perpetrator or may be someone with knowledge of the threat trying to help):
  What type of threat was reported?
  When is the threat to be carried out/bomb going to explode?
  Where is it right now?
  What does it look like?
  What kind of package/device/bomb is it?
  What will cause it to explode?
  Did the caller place the bomb?
  Why?
  Caller's name?
  Location of the caller?
  How can the caller by contacted for additional help?
- Was the caller's voice – calm, normal, angry, nasal, raspy, ragged, cracking, slurred, soft, loud, distinct, excited, slow, rapid, disguised, familiar (if so, who did it sound like), whispered, female, male, other, have a stutter, a lisp, accent, were they laughing, crying, breathing heavily, did they clear their throat?
- Did you hear any background sounds – street noises, factory machinery, aircraft noise, animal noises, public address system, music, static, house noises, television, motor, typewriters, was another language heard?

If the incident involves a suspicious package:

- Be alert to receiving suspicious packages or letters. Handle them with care. Do not shake or bump them. If you are holding it when you recognize it as suspicious, put the item down, isolate it, and look for other indicators.
- Once you determine a package is suspicious, do not touch the package. Evacuate yourself and other personnel from the area. Use a telephone in another area (not a mobile phone because the frequency could possible serve as a detonator) and report it immediately to UPD or the local police if not at a DC campus.
- If the package is suspected of containing a biological contaminant, remember that the envelope or wrapping itself may be porous enough to permit an agent to contact the skin of anyone who handles it even before it is opened.
- Indicators of a suspicious package or letter:
  - Addressee's name or title may be inaccurate.
  - Origin – postmark or name of sender is unusual, unknown, or no further address is given. International packages or letters that do not contain familiar return addresses should be considered suspect.
  - Hazardous mail may have distorted handwriting or the name may be prepared with homemade labels or cut-and-paste lettering.
  - Cancellation or postmark may show a different location than the return address.
  - Postage – excessive or inadequate postage.
  - Balance – the letter is lopsided, unusually thick or seems heavy for its size.

- Contents – stiffness or springiness of contents, protruding components, including wires, oily outer wrapping or crystallization on wrapper, or something that feels like it contains powdery substance. If you believe there is powder inside, do not shake the package or letter.
- Smell – particularly almond or other suspicious odors – do not put the package close to your face to smell it – a strong odor will be evident.
- Writing – handwriting of sender is not familiar or common words misspelled.
- Letter bombs may feel rigid or appear uneven or lopsided.
- Package bombs may be unprofessionally wrapped with several combinations of tape used to secure the package and may be endorsed "Fragile – Handle With Care" or "Rush – Do Not Delay."
- Hazardous mail may have restricted endorsements such as "Personal" or "Private."
- Hazardous mail may have an irregular shape, soft spots, or bulges.
- Pressure or resistance may be noted when removing contents from an envelope or package. ***If so, cease removing the contents immediately.***

- If you are suspicious of mail and are unable to verify the contents with the addressee or sender:
  - Do not open it.
  - Isolate the mail and evacuate the immediate area.
  - Do not put it in water or a confined space such as a desk drawer or filing cabinet.
  - If you have any reason to believe a letter or package is suspicious, report it. Do not take a chance or worry about possible embarrassment if the item turns out to be innocent.
- If material contained in the letter or package is released, individuals exposed to the discharge should move from the immediate area to an adjacent space, if possible, trying not to contaminate others.
- Unless the package is definitively identified as non-threatening, anyone exposed to the material should be examined by a doctor. Identify the method of delivery and who else may have come in contact with the package.
- Retain all involved material for the first responders. Limit the number of persons who have touched the materials to an absolute minimum. This will help preserve the item as evidence so that it can be processed for fingerprints, etc.
- First responders will be prepared to supervise or conduct a gross decontamination of those involved (details situation dependent) and establish the limits of the crime scene.
- First responders will be prepared to establish a quarantine area if necessary.

If the incident involves an event that has caused your building to shake, partially collapse, or a nearby building to collapse in such a way that you question the structural integrity of your building:

- During shaking:
  - stay inside;

- stay away from windows including interior windows;
- stay away from bookcases and other tall furniture;
- seek a location in a doorframe, corner, or under a sturdy desk or table; and
- if possible, move to an interior hall or stairway.

- After the shaking stops, evacuate the building as described above.

If the incident involves violence:

- if the incident arose from a disagreement tell those involved to stop (they may only need an excuse to stop and not lose their pride);
- if the violence persists, involves more than two people, is purposeful, is escalating, or is spreading;
- do not place anyone at risk;
- call for help (notify UPD – ask UPD to notify the Crisis Manager also call 911 if you are not at a DC campus); and
- move those not involved away from the violence by the safest and most expeditious route.

If the incident involves a medical emergency:
Emergencies of a medical nature need not involve more than one victim. Your actions during the crucial first minutes following onset of the situation can save lives. The following should be your priorities until help arrives:

- Stay calm. This will reassure the victim and keep you effective.
- Summon emergency medical help. Call for an ambulance (in DC notify UPD elsewhere call 911). Be sure to give your name, a specific location, and a number to call you back. If possible, have someone meet the ambulance to bring the team to the scene expeditiously.
- Stay with the victim while awaiting assistance and, if possible, undertake the following actions:
  - Airway: Is the airway clear? Physically remove anything lodged in the mouth or throat if you can. Do you know the Heimlich maneuver? Does anyone else present?
  - Breathing: If necessary, and you are qualified, begin mouth-to-mouth resuscitation. Ask for help if you need it.
  - Circulation: Check for a pulse. If no pulse, and you are qualified, begin Cardio-Pulmonary Resuscitation (CPR) or call for help. Someone nearby may be able to assist you.
  - Bleeding: Apply direct pressure and elevation to stop persistent bleeding. Keep the wound as clean as possible. Limit exposure to the blood to the fewest number of people possible.
  - Neck or spinal injuries: Do not move victim unless absolutely necessary.
  - Other health problems: Check victim for emergency medical ID tags and/or medications. When first responders arrive, inform them of what you found.

- Do not give food or liquids: An unconscious or semi-conscious victim cannot swallow and could suffocate.

On a Personal Level

You should decide whether to put together an emergency preparedness kit to support yourself during protracted incidents. This is especially important if you are "designated personnel:"

- Keep duplicate prescription medications at the office (72 hour supply) as well as at home.
- Keep a flashlight at the office (with extra batteries) and maybe a battery-powered radio.
- Keep a blanket, change of clothes and comfortable footwear in your automobile or office.
- Keep some bottled water. Change the water every six months.
- Keep some basic first-aid supplies.
- Find someone (in advance) to pick-up your family during an incident if they normally rely on you for transportation.
- Ask an out-of-state friend or relative to be your family's contact (in case local communications are disrupted). Then all family members can call them and report their locations and condition.

Response Teams

Incident Response and Crisis Action Team members are vital to crisis management. They will advise the Vice Presidents and President respectively. Principal members comprise the core of the Team for most incidents. Alternates, with similar expertise, are designated in case of unavailability of the principal. Alternates can also be called in by the Crisis Manager in the event that an incident:

- will require management at the level reflected by Team membership for longer than eight (8) hours, or
- the scope of the incident is anticipated to exceed the capabilities of the Team and the duration is expected to be short.

The Crisis Manager, with the advice of the team, will decide when to activate the alternate Crisis Action Team. As alternate members may be required to replace the first team, they should seek an opportunity to rest any time an incident's management by the principals exceeds two hours and resolution is not imminent. They should check-out with their principal before proceeding to the GW Inn (or an alternate lodging option near the scene).

If the alternate is acting for an absent principal, they are responsible to identify their own alternate should the incident have the potential to last long enough for relief of the team to be required.

Leadership and Activation

The Crisis Manager (the Assistant Vice President for Public Safety and Emergency Management) should be notified by UPD or whoever first knows that an incident will occur or has begun. If the Crisis Manager is not available, the alternate (as designated in Annex D) should be contacted. The Crisis Manager/alternate should:

- ensure the Vice President for Communications has the information necessary for notification of the President and other Vice Presidents;
- decide which Level of Alert is appropriate; and
- activate the Incident Response or Crisis Action Team if appropriate.

A designated spokesperson will be available and responsible for establishing a location away from the incident and the Team's location where news media representatives (including student news media) will be supported and briefed, as the situation requires. (See Annex E for the other duties of the spokesperson).

Incident Response Team

John Petrie, Crisis Manager

Richard Becker, Hospital Liaison

Linda Donnels, Associate VP and Dean of Students

William Howard, Deputy General Counsel

Susan Kaplan, Associate Vice President for Human Resources

Chris Kormis, Director of University Relations

Gretchen King, Director, Media Relations

Craig Linebaugh, Associate VP for Academic Affairs

Roger Lyons, Director of Facilities

Ken Soper, Executive Director, ISS

Dolores Stafford, Chief, University Police Dept.

Joe Yohe, Deputy Risk Manager

Incident Response Team Support

Associate Dean of Students

Disabled Constituent Representative (as necessary)

Counseling Center Representative (as necessary)

Logistician (as necessary)

Log Keeper

Intelligence Support/Casualty Tracking

Crisis Action Team	Alternate
John Petrie, Crisis Manager	See Annex D
Dennis Blumer, VP & General Counsel	William Howard
Beverly Bond, VP for Advancement	Joe Hall
Bob Chernak, VP Student & Academic Support Services	Linda Donnels
Mike Freedman, VP Communications	Chris Kormis
Lou Katz, VP & Treasurer	Eve Dubrow
Don Lehman, VP for Academic Affairs	Craig Linebaugh
Richard Sawaya, VP for Government, International, & Corporate Affairs	Bernard Demczuk
John (Skip) Williams, VP for Health Affairs & Dean of the School of Medicine and Health Sciences	Ronna Halbgewachs

Crisis Action Team Support	Alternate
Barry Dempsey, Risk Manager	Joe Yohe
Mike Gargano, Associate VP for Student and Academic Support Administrative Services	Peter Konwerski
Richard Becker, Hospital Liaison	Astra Bain-Dowell
Rodney Johnson, Director of Parent Services	Debbie Kirksey
Susan Kaplan, Associate Vice President for Human Resources	Tom Rogers
Gretchen King, Director, Media Relations	Bob Ludwig
Roger Lyons, Director of Facilities	Walter Gray
Jan-Mitchell Sherrill, Associate Dean of Students	Mike Walker

Ken Soper, Executive Director, ISS	Ron Bonig
Dolores Stafford, Chief, University Police Dept.	James Isom
Disabled Constituent Representative	
Counseling Center Representative	
Logistician	
Log Keeper	
Intelligence Support/Casualty Tracking	

Notification and Reporting

Casualties and Death: The following describes procedures associated with the compilation and release of casualty information during unusual occurrences:

Designated Command Center support personnel will coordinate with medical and UPD personnel to gather and record information concerning casualties, injuries, and missing persons. Prior to releasing information to the University Relations, the Dean of Students and Human Resources will verify all casualty information within their respective areas to:

- ensure the relationship of the casualty to the university is accurate,
- that the current next of kin information is available to be used for notification, and
- that appropriate university protocols are followed.

Casualty information will be forwarded to University Relations in a timely manner. University Relations will support the spokesperson, as the primary media contact, by coordinating information, developing answers to questions, and contacting the Vice President for Communications for authority to release information concerning victims.

The identity of victims will be verified before being released. Established death notification procedures will be utilized when students, faculty, staff, strategic partner, or contract personnel are involved (see Appendix 2 to Annex E).

Coordination

Hospital and Medical Faculty Associates
The Vice President for Health Affairs and Dean of the School of Medicine and Health Sciences will coordinate the support of the George Washington University Hospital, the School of Medicine, the School of Public Health, and the Medical Faculty Associates attendant to preparation for, response to, or recovery from an incident.

District Government
The Vice President for Government, International, and Corporate Relations and the Assistant Vice President for District Relations will conduct or facilitate all coordination with District Officials other than the Metropolitan Police Department (MPD) and the District of Columbia Emergency Management Agency (DCEMA) attendant to preparation for, response to, or recovery from an incident.

The Crisis Manager and the Chief of the UPD will be responsible for coordination with the Metropolitan Police Department (MPD) and the District of Columbia Emergency Management Agency (DCEMA) attendant to preparation for, response to, or recovery from an incident.

Federal Government
The Vice President for Government, International, and Corporate Relations, the Vice President and Treasurer, the Vice President and General Counsel, and the President will conduct or facilitate all coordination with the Federal Government other than the FBI and FEMA attendant to preparation for, response to, or recovery from an incident.

The Crisis Manager and the Chief of the UPD will be responsible for coordination with the FBI and FEMA attendant to preparation for, response to, or recovery from an incident.

International Organizations
The Crisis Manager will coordinate our efforts with international organizations such as the World Bank and the International Monetary Fund to ensure demonstrations or incidents present an absolute minimum of interference and that the response to such interference is coordinated. Further, all preparations for such events will be coordinated with the Crisis Manager.

Drills, Exercises, and Tests

The Assistant Vice President for Public Safety and Emergency Management will:

- Develop quarterly table top exercises for the training of top level management in the preparation for, response to, and recovery from incidents across the spectrum of possibility (highest probability and worst case situations will be dealt with first).
- Conduct, at least annually, a drill bringing to bear as much realism as possible regarding an incident at the crisis level or above.
- Maintain records of the schedule for and conduct of periodic tests of
  - crisis communications,
  - alarms, and
  - support equipment of the university.

The Chief Information Officer will:

- Develop table top exercises for the training of the IRT (quarterly) and the Crisis Action Team (annually) in the preparation for, response to, and recovery from incidents across the spectrum of possibility (highest probability and worst case situations will be dealt with first).
- Conduct, at least annually, a drill bringing to bear as much realism as possible regarding an incident at the crisis level or above.
- Report the schedule and results, in writing, to the Crisis Manager.

The Director of Facilities Management will:

- develop a schedule for and conduct periodic tests of
  - crisis communications,
  - alarms, and
  - support equipment of the department and
- report the schedule and results, in writing, to the Crisis Manager.

The Risk Manager will:

- develop a schedule for and conduct periodic tests of
  - crisis communications,
  - alarms, and
  - support equipment of the department and
- report the schedule and results, in writing, to the Crisis Manager.

The Chief of the UPD will:

- develop a schedule for and conduct periodic tests of:
  - UPD crisis communications,
  - alarms, and
  - support equipment of the department and
- report the schedule and results, in writing, to the Crisis Manager.

Annex A
Guidelines and Critical Issues for Locally Developed Contingency Plans

Planning is required to ensure expectations are clear at all levels of the university. This Annex presents questions that will need to be answered to support local preparation for, response to, and recovery from and incident. Taken together with the information regarding Continuity of Operations (Annex B), the answers to these questions should define for Deans, Directors, and Department Chairs the critical issues that will come into play for most incidents.

First, do not assume that you should leave the campus. Your involvement is more critical during an incident than on a normal day. Absent timely direction, make decisions to improve the safety and security of those in your charge. Act to protect people, property, and the university's vital interests to the best of your abilities.

Preparations:
What guidance have you provided to faculty and staff regarding:

- Their responsibilities?
- Their responsibilities as designated personnel?
- The standards to use regarding locally directed evacuation? (Never evacuate to an area less safe than where you are).
- Their responsibility to report the status of their class or subordinates to you, your designee, or UPD when you cannot be reached?
- Their responsibility for physically challenged or disabled student or subordinates?
- Their authority to suspend their class (when will they reconvene? How will people know that?).
- Their authority to dismiss subordinates from work?
- Their authority to direct subordinates to take actions to mitigate suffering and loss?
- Your expectations concerning accounting for people by name during an incident?
- Your expectation that they will inform you of their interim contact data during an emergency (phone number where they can be reached if not their normal number, etc.).
- The location and use of equipment staged to support them during an incident?

Response:
If an incident occurs:

- What emergency numbers should be called?
  - 911?
  - 994-6111?
  - 242-6110 (Mount Vernon)?
  - Supervisor's numbers?
  - Others?

- What guidance have you provided to faculty and staff regarding:
  - Their authority to direct subordinates to take actions to mitigate suffering and loss?
  - Your expectations concerning accounting for people by name during an incident?
  - Your expectation that they will inform you of their interim contact data during an emergency (phone number where they can be reached if not their normal number, etc.).
  - Your expectations regarding who should maintain telephone lists?
  - Who may and may not communicate information regarding an incident to the family members of missing, injured, or deceased people from the GW Community?
  - Their responsibilities to secure equipment?
  - When, if ever, do you want them to secure normal ventilation systems?
  - Any hazardous materials stored in or near their offices, classrooms, or laboratory?
  - Your expectations regarding how to refer media representatives to the University Spokesperson for comment?
- What equipment and guidance is required to properly support your people during:
  - A power outage? (radios, charging units, flashlights, glow sticks, bullhorns, checklists, what switches should be turned off to prevent damage from occurring as power returns, what refrigerated equipment should be kept closed until preparations are made to safely relocate contents, and – are there any substances that can be damaged or become dangerous if electrically supported climate controls are lost?)
  - A weather related incident?
  - A fire? (class lists, rosters of employees, leave burning buildings and reassemble upwind or at right angles to the wind to check people present against those expected to evacuate).
  - A civil disturbance?
- Is anyone they are supervising:
  - First aid qualified?
  - CPR qualified?
  - A fireman?
  - Chronically ill?
  - Physically challenged/disabled? Are those challenges/disabilities obvious?
  - Not fluent in English?

Recovery:
If the incident disrupts normal operations:

- Who needs to take action to restore normal capability?
- Who will contact those required to fix the problem?
- Are there any special considerations regarding loss of telecommunications that require interim actions (posting interim phone numbers on the homepage, can

voice mail greeting messages be changed or installed prior to full phone restoration)?

- Did you tell your people how to contact you or university authorities if the phones are out?
- Do you have a list of home email addresses in case the university system fails?
- How will they know when normal operations will be restored?
- Are they involved in the restoration to normal operations?
- Are there any required steps to properly re-energize equipment?

If their offices, classrooms, or working areas become inaccessible or unusable:

- Who should they notify?
- Who is responsible to obtain and assign an alternate location?
- Who will notify all those displaced when and where they should report for class or work?
- Do they have their research records backed-up at a safe and accessible location?
- Are there any experiments, specimens, or lab animals that require special attention if normal environmental controls are not functioning?
- Are there plans to support these items at an alternate location?
- Are records kept in the now inaccessible area backed up somewhere? Where? How can those records be accessed?
- Can any of them perform their duties from home by temporarily telecommuting?
- Who is responsible to ensure telecommuters are supported with software and guidance to fulfill their functions from off campus?

Sample Appendix or Tab
Your Organization's
Locally Developed Contingency Plans

Preparations:

- Key reference information.
- Contact information for emergency notifications.
- Contact information for students, faculty, staff, and contractors affected by incident.
- Family Contact information.
- Guidance on who should conduct casualty notification.
- Information on where backed up records can be located outside the facility.
- Guidance on special procedures that might be required.

Response:

- Initiative expected on the part of faculty or supervisors.
- Guidance on evacuation cancellation decisions.
- Priorities for actions to prevent or mitigate suffering and loss.
- Guidance on where to expect help from and what to do if it is not forthcoming.
- Specifics as appropriate from the questions provided in Annex B.
- Who should receive a summary report of all known events and actions taken?
- How will people know when they are released to go home?

Recovery:

- What alternatives were identified to facilitate sustaining operations?
- Are there any special procedures or considerations to restore your equipment?
- How will research be sustained?
- If a disruption has occurred, how will people know when and where to return to work?
- What information will those who support your infrastructure need?
- What information will Human Resources need?

See Annex B for information and prioritization affecting Continuity of Operations for each area.

Annex B
Continuity of Operations

Should an incident disrupt any aspect of our operations, it is essential that they be restored as quickly and completely as possible. That said, it is equally important that we have plans to bring our operations back to normal in a manner that recognizes our obligations and our responsibilities to each other. The Appendices to this Annex are developed by the Deans, Directors and Department Chairs and those they designate. Subordinate organizations may organize their recovery plans herein as well by adding Tabs using the same or similar formats to present their plans.

Each organization presents their recovery plan in matrix format including:

- the systems or functions in priorities for restoration;
- the rationale for that priority including second order effects (those that may not be obvious) on university operations while disrupted;
- requirements for restoration, including as appropriate:
  - resources necessary to conduct the restoration,
  - estimated cost,
  - time estimated to restore or replace the system or function,
  - sequence of steps necessary to complete the work, and
  - interim procedures or locations until restoration.

Discussion items such as capital investment options to improve redundancy or develop alternatives can be provided in introductory discussions in the Appendices or Tabs, the notes attendant. Recommended actions to mitigate the effect of the disruption ***that must be taken outside of the organization preparing the Appendix*** should be addressed in separate Tabs so that they can be easily accessed during an incident.

(The Appendices below are not all inclusive, nor are the directive. They are provided as examples of areas that require this level of planning. Coordination with Risk Management in the development of these plans is encouraged.)

A Family Preparedness Guide



This Guide Will Help You to:

Learn what to do before, during, and after an emergency

Create an emergency plan for your family

Prepare an Emergency Go Kit

Contact specific District agencies for help

2003

Mayor Anthony A. Williams
Government of the District of Columbia

When Emergencies Occur

An emergency can occur quickly and without warning. The most important thing you can do to keep yourself and your family safe from an emergency is to prepare, stay calm, and follow instructions from emergency personnel.

This brochure will help you and your family develop an emergency plan, assemble a preparedness kit, and share some basic information on what to do before, during, and after any emergency. The brochure will also provide you with important information about how to obtain emergency and ongoing disaster recovery assistance.

Message from the Mayor:



Dear Residents,

With the memories of September 11, 2001 still fresh in our hearts and minds, we as a city, a community and as Americans need to come together to prepare in a number of different ways should we again be forced to confront the ugly face of terrorism.

Because we are unable to predict when or if an emergency will occur, we need to be prepared as individuals and as a community for whatever the future may bring. The District has exhaustively reviewed its emergency protocol, resulting in one of the most impressive emergency preparedness operations in the country. It is important that all District residents do the same in order to adequately prepare for any and all emergencies.

This Family Preparedness Guide has been created to assist you and your family in learning how to protect yourselves in the event of an emergency. I hope that you find it helpful.

Sincerely,

Anthony A. Williams

Anthony A. Williams
Mayor

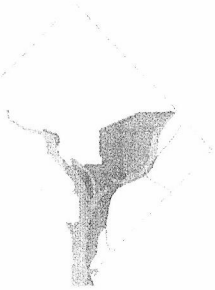
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What's Inside

This Guide will help you be better prepared for an emergency affecting the District of Columbia. The following pages will help you:

- ✓ Learn what to do before, during, and after an emergency.
- ✓ Create a family emergency plan.
- ✓ Prepare an Emergency Go Kit.
- ✓ Contact specific District agencies for help.

Citizen Preparedness Accomplishments



Immediately after September 11, DC Mayor Anthony Williams convened an interagency Domestic Preparedness Task Force to examine the city's overall preparedness, existing emergency plans and procedures and related training efforts to determine short- and long-term action recommendations. The task force has evolved into a permanent Emergency Preparedness Council that provides a framework to support the city's ongoing effort to develop preparedness policy and coordinate preparedness activities in the District.

Community Workshops

These ward-based emergency management workshops are held periodically throughout the District. Representatives of public safety agencies are present to provide citizens with information about how to prepare for and respond to emergencies and disasters. Information is provided about:

- Emergency Evacuation Routes
- Emergency Communication to Residents
- Cluster-based Community Emergency Response Plans
- Smallpox and Anthrax Preparation and Response
- School Emergency Response Procedures
- Community Emergency Response Team training

Training

Citizens and District emergency response personnel can take emergency preparedness training courses in a broad range of disciplines, including:

- Personal safety and protection,
- Community Emergency Response Teams,
- Emergency Response to Terrorism,
- Earthquakes, Flood, and Inclement Weather.

For more information on any training courses open to residents, visit our website at http://www.dcema.dc.gov.

Services to residents

Operation of cooling centers during heat advisory days.

Operation of community-based emergency shelters.

Operation of Community Emergency Service Sites where residents can request public safety assistance.

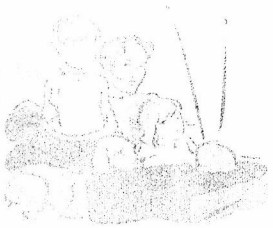
Protective Actions

Protective actions are steps we take to protect our family members and ourselves from harm. The two most common forms of emergency protective actions are *shelter-in-place and evacuation.* During and after an event, stay tuned to your local emergency station or listen to emergency personnel to know which protective action you should use.

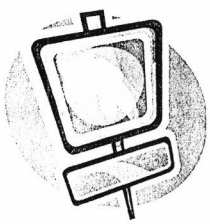
This brochure highlights such forms of action that can be taken in the event of an emergency.

Shelter-In-Place

Shelter-in-place involves simply staying in your house or inside any other location you might be, as to avoid harm. In the event of an emergency such as the release of a hazardous material, it is not always recommended to immediately evacuate, as leaving your house might expose you to harmful agents that have been dispersed into the air.



Evacuation

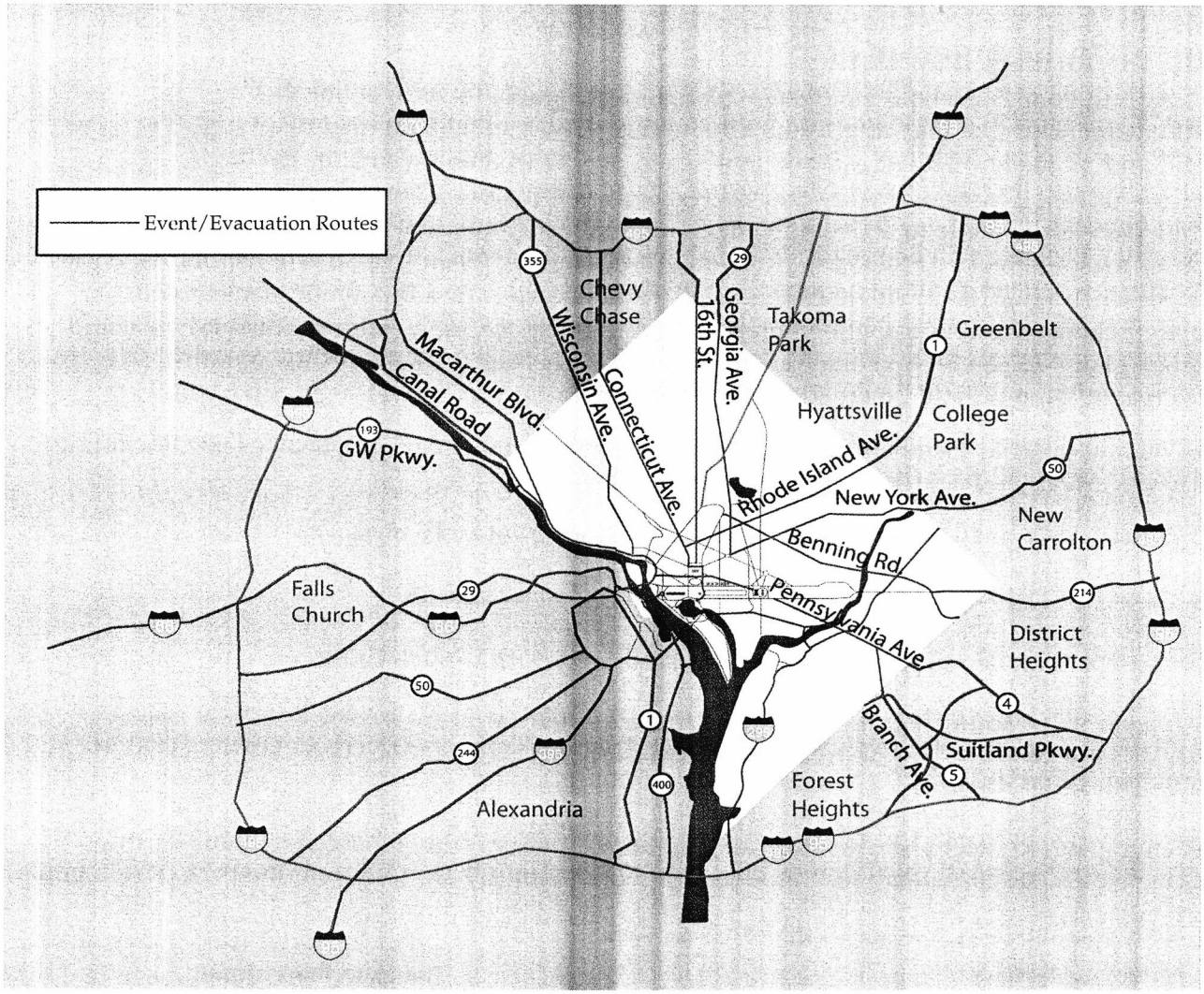


The District Department of Transportation (DDOT) has placed numerous road signs throughout the city that mark the 14 primary outbound evacuation or event routes. There are also inbound routes for emergency vehicles. These routes are clearly marked with signage directing motorists either to I-495 or to the Mall. During an emergency, stay tuned to your local emergency station or listen to emergency personnel for instructions on which route to follow.

The DCEMA website—*http://dcema.dc.gov*—contains preparedness information, including the District Response Plan (DRP) and the Family Preparedness Guide.
The DDOT website—*http://ddot.dc.gov*—contains additional evacuation information as well as a map of event/evacuation routes.

Evacuation Map

The following map highlights the primary corridors radiating from downtown Washington, D.C. that have been identified as emergency event/evacuation routes. Each of the routes extends to the Capital Beltway (I-495) and beyond.

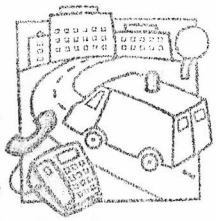


During a major event or emergency situation, radial evacuation routes featuring traffic signals will be timed. In addition, 70 critical intersections on the event/evacuation routes within Washington, DC will be manned with uniformed police officers to expedite the flow of traffic and to prevent bottlenecks. These officers will also be able to direct you to alternate routes should an emergency warrant the closing of current event/evacuation routes.

Pennsylvania Avenue, NW, between Rock Creek Park and the U.S. Capitol serves as the dividing line for event/evacuation routes. When evacuation is ordered, motorist north of Pennsylvania Avenue will be directed North, East, and West on radial event/evacuation routes; motorist south of Pennsylvania Avenue will be directed South, East, and West on radial event/evacuation routes. None of the routes cross and no vehicles will be permitted to cross Pennsylvania Avenue during an emergency evacuation.

Before An Emergency Strikes

An emergency can occur without warning, leaving little or no time for you and your family to plan what to do next. It is necessary for you to learn about the things you can do to be prepared-before an emergency occurs. Two actions that will help you do this are to develop an emergency plan, and prepare an Emergency Go Kit. The next few pages describe how this is done.



Create an Emergency Plan

Before creating your household emergency plan, use this guide to learn about the types of emergencies that may affect your community, how you'll be notified of an event, and plans that may already be in place to deal with these events. In the District, we use the Emergency Alert System (EAS) during major emergencies. When the decision is made to activate the EAS, original programming will be interrupted and an emergency message will be broadcast. It is important that you listen to instructions. Emergencies may strike when your family members are away from home, so find out about plans at your workplace, school, or anywhere else you and your family spend time. After creating a household emergency plan you should take the time to review it with your family every six months. Steps to take in creating a household emergency plan include:

Meet with household members and discuss the dangers of possible emergency events, including fire, severe weather, hazardous spills, and terrorism.

Discuss how you and your family will respond to each possible emergency.

Discuss what to do in case of power outages or personal injuries.

Draw a floor plan of your home. Mark two escape routes from each room.

Teach adults how to turn off the water, gas, and electricity at main switches. **If for any reason you do turn off natural gas service to your home, call Washington Gas to restore service.* **DO NOT ATTEMPT TO RESTORE GAS SERVICE YOURSELF.**

Post emergency contact numbers near all telephones, pre-program emergency numbers into phones with autodial capabilities. Emergency phone numbers are found on the back of this guide.

Teach children how and when to dial 9-1-1 to get emergency assistance.

Teach children how to make long-distance telephone calls.

Pick a friend or relative that all family members will call if separated (it is often easier to call out-of-state during an emergency than within the affected area).

Things to think about...
If any members of your household have disabilities or are elderly, find out what services may be available to aid in their care or evacuation in the event of an emergency.

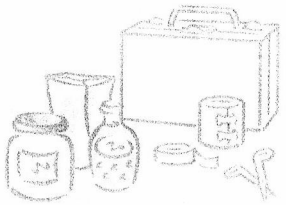
Instruct household members to turn on the radio and tune to WTOP 1500 AM for emergency information.

Pick two meeting places:
- ☑ A place near your home.
- ☑ A place outside your neighborhood in case you cannot return home after an emergency.

Take a Basic First Aid and CPR Class. Contact American Red Cross for more info.

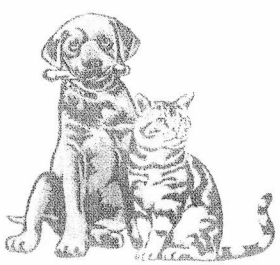
Keep family records in a water and fireproof safe. Inexpensive models can be purchased at most hardware stores.

Prepare an Emergency Go Kit



Often during an emergency, electricity, water, heat, air conditioning, or telephone service may not work. Preparing an Emergency Go Kit ahead of time can save precious time in the event you must evacuate or go without electricity, heat, or water for an extended period of time. You can gather water, food, first-aid supplies, clothing, bedding, tools, and other essential items to store at any time. You should consider including the following items in an Emergency Go Kit:

- At least a 3-day supply of water (1 gallon per person per day). Store water in sealed, unbreakable containers. Replace every 6 months.
- A 3- to 5-day supply of non-perishable packaged or canned food and a non-electric can opener.
- A change of clothing, rain gear, and sturdy shoes.
- Blankets, bedding, or sleeping bags.
- A first aid kit and prescription medications (be sure to check the expiration dates).
- An extra pair of glasses or contact lenses and solution (be sure to check the expiration dates).
- A list of family physicians, important medical information, and the style and serial number of medical devices such as pacemakers.
- Special items for infants, the elderly, or family members with disabilities.
- A battery-powered radio, flashlight, and plenty of extra batteries.
- Identification, credit cards, cash, and photocopies of important family documents including home insurance information.
- An extra set of car and house keys.
- Tools such as screwdrivers, cutters, and scissors; duct tape; waterproof matches; a fire extinguisher; flares; plastic storage containers; needle and thread; pen and paper; a compass; garbage bags; and regular household bleach.



If You Have Pets

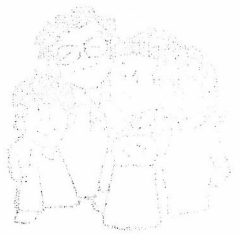
Create a survival kit for your pet. This should include:

- Identification collar and rabies tag.
- Carrier or cage and leash
- Any medications (be sure to check expiration dates).
- Newspapers and plastic trash bags for handling waste.
- At least a two-week supply of food, water, and food bowls.
- Veterinary records (most animal shelters do not allow pets without proof of vaccination).

In the event of an evacuation, you must take your pet with you. Make arrangements for pets in advance of an emergency.

Neighbors Helping Neighbors

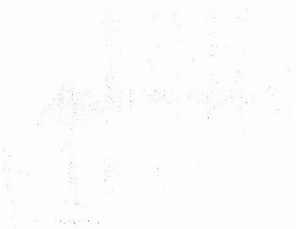
Working with neighbors in an emergency can save lives and property. Meet with your community members to plan how you could work together until help arrives. If you're a member of a neighborhood organization, such as a home association or crime watch group, participate in emergency preparedness activities and planning for your community. Know your neighbor's special skills and consider how you could help those with special needs, such as people with disabilities and elderly persons.



After An Emergency Strikes

During and after an emergency, it is important to *stay calm.* Even after an event, there may still be many dangers. What seems like a safe distance or location may not be. Stay tuned to your local emergency station, WTOP 1500 AM, and follow the advice of trained professionals. Unless told to evacuate, avoid roads to allow emergency vehicles access. What you do next can save your life and the lives of others. Here are some helpful hints:

If Your Power Goes Out



Remain calm, and assist family members or neighbors who may be vulnerable if exposed to extreme heat or cold.

Locate a flashlight with batteries to use until power comes back on. Do not use candles-this can cause a fire.

Turn off sensitive electric equipment such as computers, VCRs, and televisions.

Turn off major electric appliances that were on when the power went off. This will help to prevent power surges when electricity is restored.

Keep your refrigerator and freezer doors closed as much as possible to keep cold in and heat out.

Do not use the stove to heat your home-this can cause a fire or fatal gas leak.

Use extreme caution when driving. If traffic signals are out, treat each signal as a stop sign-come to a complete stop at every intersection and look before you proceed.

Do not call 9-1-1 to ask about the power outage. Listen to the news radio stations for updates.

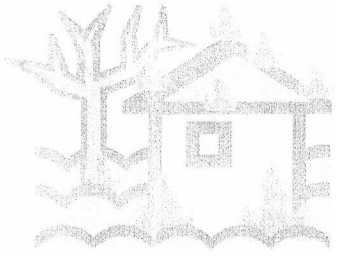
Business Preparedness

Businesses are just as vulnerable to the effects of emergencies as ordinary citizens. There are basic steps that a business should take to prepare for an emergency. Some of these steps include:

- Prepare backups and store offsite all computer records (i.e. payroll, inventory records, etc.).
- Have an evacuation plan in place to evacuate staff and customers and test this plan regularly.
- Maintain sufficient insurance coverage for your business.
- Identify critical business functions that absolutely must continue (i.e. shipping, inventory control, payroll) and come up with processes to ensure these will carry on.

Technological Hazards Emergencies

If you are notified or become aware of a technological hazards emergency such as a chemical, biological, or radiological emergency as well as a fire or explosion, *do not panic.* The best defense from any of these emergencies is education and awareness. In the unlikely event that there is a technological emergency, knowing how to respond will greatly reduce panic and fear. If you need to get out of the surrounding area or are directed to evacuate, do so immediately and:



Take your Emergency Go Kit.

Lock your home.

Travel on routes specified by local authorities.

Travel with car windows up and air vents, air conditioner, and heater turned off.

Head up-wind of the incident.

Emergency personnel are trained to respond to these situations. They will tell you what to do, either at the incident site, or via TV or radio. Emergency Broad casts can be received via the Emergency Alert System (EAS) from WTOP at 1500 AM.

If you are sure you have time:

Close and lock windows and doors and close all vents and fireplace dampers.

Turn off all fans and heat or air conditioning.

Shut off water, gas, and electricity before leaving.

Post a note telling others when you left and where you are going.

Make arrangements for your pets.

If you are instructed to stay inside and not to evacuate:

Close and lock windows and doors.

Turn off ventilation systems, water, and gas.

Seal gaps under doorways and windows with duct tape.

For information regarding the different types of chemical and biological agents and the supply of antibiotics available for each, visit the Centers for Disease Control website at ***http://www.cdc.gov***, and the DC Health Department website at ***http://dchealth.dc.gov***.

If you suspect chemical or biological agents have entered your house, move to a safe room in the interior of the house on a higher floor if possible. Many harmful agents that could enter a house will fall and accumulate at lower levels.

If harmful vapors do enter the house, covering your nose and mouth with a cloth can provide minimal breathing protection.

Stay inside until authorities say it is safe.

Natural Hazards Emergencies

The District is vulnerable to a variety of types of severe weather including thunderstorms, hurricanes, flash floods, snow storms, and tornadoes. Because of this, it is important for you to understand the difference between a watch and a warning for severe weather. *A severe storm watch* means that severe weather may develop. *A severe weather warning* means a storm has developed and is on its way-take cover immediately!

The safest place to ride out *any storm* is inside of a secure building or well built home. Even in a well built apartment building you should:

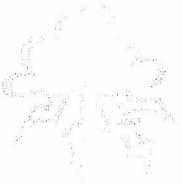
Listen to weather updates and stay informed.

Be ready to evacuate if necessary.

Keep away from windows and doors.

Have your Emergency Go Kit handy.

Lightning is produced in all thunderstorms. In general, if you are close enough to a storm to hear thunder, you are close enough to be struck. Move inside as quickly as possible.



If caught outside:

Try to get inside a building as quickly as possible.

If a building is not available, move into a car with windows rolled up, if possible.

In an open area or field, move to a low area such as a ravine or valley.

In a group of people, spread out, keeping several yards apart from each other.

Tornadoes are dangerous because of their high winds and ability to lift and move heavy objects. If you receive a tornado warning, seek shelter immediately.

If you are in your car:

STOP! Get out and lie flat face down in a low area.

Cover your head and wait for the tornado to pass.

At home:

Go to the basement or storm shelter, or rooms near the center of the house.

In a high-rise or other public building:

Move to the interior, preferably a stairwell or hallway.

For additional information on severe weather conditions and precautions to take, visit the National Weather Service website at *http://www.nws.noaa.gov.*

Flash Flooding can be very dangerous because of strong, swift currents.

Move immediately and quickly to higher ground. The force of 6 inches of swiftly moving water can knock people off their feet!

If flood waters rise around your car, get out and move to higher ground immediately. Cars can be easily swept away in just 2 feet of moving water!



If You Need Clean Water



Flooding can cause contamination of water supplies. Bad water can contain microorganisms that cause diseases such as dysentery, typhoid, and hepatitis. If you think your water may be contaminated, you should purify it before using it. This includes water used for drinking, cooking, cleaning dishes, or bathing. The best way to purify water is to boil it.

Boiling. Boiling is considered the safest method of purifying water. Bring water to a boil for 3-5 minutes, and then allow it to cool before drinking. Pouring water back and forth between two containers will improve the taste by putting oxygen back into the water.

Emergency Food Supplies

It is possible for a healthy person to survive on half of their usual food intake for an extended period and without any food for many days. It is also important to keep in mind that you do not have to go out and buy unfamiliar foods to prepare an emergency food supply. Here are some helpful tips:

Use canned foods, dry mixes and other staples you use everyday.

Foods that require no refrigeration, preparation, or cooking are best.

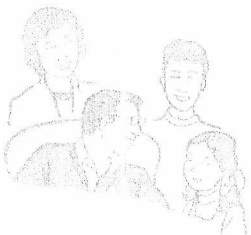
Make sure you have a manual can opener and disposable utensils in your emergency food supply.

Individuals with special diets and allergies will need to be considered as well as toddlers and elderly.

Don t forget nonperishable foods for your pets.

Recovering from an Emergency

Recovery continues even after you return home, as you and your family face the emotional and psychological effects of the event. Reactions vary from person to person, but may include:



Restless sleep or nightmares.

Anger or wanting revenge.

Numbness or lack of emotion.

Needing to keep active, restlessness.

Needing to talk about your experiences.

Loss of appetite.

Weight loss or gain.

Headaches.

Mood swings.

Crisis, grief, and stress ***counseling is available 24 hours a day, 7 days a week*** for you or a family member suffering persistent emotional or psychological problems related to an emergency. To access counseling services call the Department of Mental Health Access HelpLine at (202) 561-7000.

All of the above are normal reactions to stressful events, and it is important to let people react their own way. It may be helpful to:

Talk with your family and friends about what happened and how you feel about it, and try to evaluate and plan for the chance it could happen again.

Volunteer at a local shelter, blood bank, or food pantry to assist emergency victims.

Spend time doing things other than watching or listening to news of the disaster.

Consult your minister or spiritual advisor.

In particular, children may need reassurance and extra attention. It is best to encourage them to share their feelings, even if you must listen to their stories repeatedly-this is a common way for children to grasp what they've experienced. You may also want to share your feelings about the event with them.

District of Columbia Emergency Management Agency
2000 14th Street, N.W., 8th Floor
Washington, DC 20009

Important District Telephone Numbers

Police, Fire, & EMS

EMERGENCIES 911

NON-EMERGENCIES 311

The Mayor s City-wide Call Center	(202) 727-1000
DC Emergency Management Agency (24 hour)	(202) 727-6161
(For the hearing impaired)	(202) 727-3323
Department of Mental Health	(888) 793-4357
(Access HelpLine)	(202) 561-7000
American Red Cross, National Capital Chapter	(202) 728-6401
Verizon (phone)	(800) 275-2355
PEPCO (electric)	
(Customer service)	(202) 833-7500
(Power outages)	(877) PEPCO-62
(Life-threatening emergencies)	(202) 872-3432
Poison Control Center	(800) 222-1222
Washington Gas	
(Customer service)	(202) 624-6049
(Natural Gas Emergency Number)	(703) 750-1400
DC Water and Sewer Authority	(202) 787-2000
(Water and Sewer Emergency Number)	(202) 612-3400
DC Health Department	(202) 442-5999
Pets and Animal Issues (Dept. of Health)	(202) 535-2323
DC Animal Shelter (24-hours)	(202) 576-6664

Additional information on emergency preparedness is available by calling
FEMA at: (800) 480-2520, or
DC EMA at: (202) 673-2101 ext.1137

Or on the Internet at:
http://www.fema.gov
http://www.redcross.org
http://dcema.dc.gov

311 is a toll-free phone number to request police services in non-emergency situations. These are situations that are not serious, not life threatening, or not currently in progress.

Fiscal Planning and Budget Committee
Special Report for Fiscal Year 2003

Prepared for the Faculty Senate
3 April 2003

This report was compiled using data from the *FY2003 Five-Year Operating and Capital Budgets* report presented to the Board of Trustees by Vice President and Treasurer Louis H. Katz, as well as data provided by the Budget Office, Office of Research and Graduate Studies, the Office of Institutional Research. We thank the staff of those offices for their help in assembling this report. We especially thank Don Boselovic, Associate Vice President for Budget and Laurie Easton, for all their help.

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Introduction

This report is focused on topics we selected as having special importance this budget year. For a more complete view of all areas of the budget you may consult the *FY2003 Five-Year Operating and Capital Budgets* report presented to the Board of Trustees by Vice President and Treasurer Louis H. Katz.

The University is in a period of rapid growth in number of students and implementation of capital projects. The topics represented in this report address some of the most significant changes, especially those with direct implications for meeting the academic needs of students now and in the near future. Data tables are attached in an appendix.

1. General budget information

An overall picture of the budget for Fiscal Year 2003 is shown in **Table 1 (Operating Budget) and Table 2 (Capital Budget).**

2. Debt, assets and Tuition Dependence

The University remains dependent on tuition revenue. In 1998 net tuition and fee revenue was 73% of total revenue compared to 72% in FY 02. Should we experience a significant decline in enrollment, perhaps in response to increased terrorist activity, the operating budget would have to be reduced quite significantly. The good news is that the number of undergraduate applications continues to grow and decreased tuition income seems unlikely.

Wealthier universities are less tuition dependent due in part to large contributions to operating expenses from endowment income and from sponsored projects. **GW's endowment ranks 38th out of a pool of 42 peer institutions (Table 3)**. Due in part to market conditions the total value is not now increasing, necessitating a decrease in endowment pay-out. The proposed decrease in endowment pay-out and its budgetary impact will be addressed in *Topic 2*, below, and the growth in sponsored projects is outlined in *Topic 3*.

Table 4 compares gifts and pledges. GW ranks 8th in the group, receiving gifts and pledges equal to 6.2% of total revenue in FY 2001. This is not a new development but is rather a continuation of a long history of comparatively weak donor support.

GW also has the highest ratios of debt to endowment (Table 5 - NYU and Boston University have similar numbers) and a **substantially higher ratio of debt to net assets than the other 7 institutions (Table 6)**. Those ratios have increased as GW has recently incurred debt to finance the building of new facilities. A summary of proposed debt management is presented in **Table 7**. In fiscal year 1997, 38% of total debt was funded from general revenue (mostly tuition) with the remainder funded from specific revenue sources. In FY 2002 the proportion of total debt funded by general revenue is projected to be 41%. Over that same period total debt has increased from $255,735,000 to $643,894,000.

2. Management of the budgetary impact of the decrease in endowment pay-out

At the beginning of FY 01, the market value of GW's endowment peaked at $713 million. From that point onward, the market value of the endowment fell, reaching $578 million as of December 31, 2002. During this same period, the level of endowment support for the operating budget also fell. In FY 01, the "base" payout from the endowment to the operating budget was $39.1 million, with a "supplemental" payout for special purposes yielding an additional $6.5 million for a total payout of $45.6 million. In FY 02, total endowment support reached $46.8 million and included $38.4 million in "base" and $8.4 million in "supplemental" payout. The FY 03 budget approved in May called for a total payout of $45.1 million and included a $2 million reduction in "supplemental" payout. In light of the continuing decline in the market value of the endowment subsequent to the approval of the FY 03 budget, the Administration reduced the FY 03 payout by an additional $3 million, to $42.1 million. **Current assumptions for FY 04 reflect an additional reduction of $7.5 million.** Final recommendations for FY 04 payout will be presented to the Board of Trustees when it meets to review the proposed FY 04 budget in May.

Endowment Market Value & Payout
(Dollars in millions)

	FY 01 (1)	FY 02	FY 03 Approved	FY 03 Revised	FY 04 Preliminary
Market Value	$713	$690	$621	$621	$578 (2)
Payout	$45.6	$46.8	$45.1	$42.1	$34.6

(1) As of the beginning of the year.
(2) As of December 31, 2002.

The **impact on the FY03 Operating Budget** of this year's $5m decrease in endowment support appears to have been minimal. In part because it was in the main absorbed in a few cutbacks in supplemental payouts for special purposes (classroom renovations, technology initiative), and in part because the University had some offsetting gains from lower-than-budgeted interest costs due to its large variable-rate debt.

However, the **impact on the FY04 Operating Budget** of the projected payout decrease of $12m will be significant, although not all the implications have yet been worked out. Faculty has already been informed of one significant cost-saving measure: the postponement of effective date of merit raises for staff and faculty from January 04 to July 04, estimated to save nearly $5m. Preliminary planning also includes imposing

tighter controls on hiring staff, reductions to the capital budget for repair and maintenance, and to Special Events and Colonial Inauguration budgets.

Additional cost-savings and revenue enhancements (including a larger freshman class) are still being worked out. No funds from the endowment will be available to support the Strategic Excellence Campaign, which will be funded by reallocations and from tuition increases. Money from tuition increases will also be diverted to support some technology costs formerly borne by the endowment. **In sum, the University will be operating next year in a very stringent budgetary environment, with little relief in sight for the out-years.**

3. Research expenditures across the University have doubled in the past 5 years

Research expenditures by school for FY 1997 through FY 2002 are shown in **Table 8**. When comparing totals for 1997 with those for 2002 there is a clear trend of increased research spending. There are relatively large year-to-year variations in research spending in some schools but the grand total for research spending has nearly doubled from a total of $54.8 million in FY 1997 to $ 104.8 million in FY 2002. The rate of increase in spending has been about the same in the Medical School plus the School of Public Health and in the combined total for all other schools. **This is a very encouraging trend and continued growth in sponsored research will contribute to the university being less tuition dependent.**

4. Undergraduate Enrollment Has Been Growing Faster than Numbers of Sections of undergraduate courses or numbers of or Faculty

During the past five years, 1997-2002, undergraduate enrollment grew 46%. Overall the number of sections in which undergraduates were instructed grew 22%, while upper level undergraduate sections grew slightly faster, 26%. Because enrollment was increasing faster than sections, upper division undergraduate class size grew by 12%. Because the number of regular active status faculty grew only 16% over the period, the fraction of classes taught by other faculty also rose (**Table 9).**

5. Total number of classrooms is projected to decline

Despite a very welcome "building boom" on campus, a decline in the number of general-purpose classrooms is anticipated (**Table 10**). In the Fall of 2002 there were123 general-purpose classrooms available in Foggy Bottom. That number is predicted to fall to 97 in the spring of 2005 as spaces are lost in Funger, Monroe and Government. Rooms will be added back to Funger, Monroe and Government after renovations but the numbers are unclear. Vice President Lehman and Linebaugh are actively seeking a solutions to this problem. Possibilities include making more use of classroom outside Foggy Bottom and adjusting class schedules so that more classes meet on Friday, a day when the classroom stock is under-utilized. **That adjustment is expected to mean that for Spring 2004, departments will be required to increased the number of courses scheduled in 50 minute M-W-F slots and decrease the number of M-W 75 minute slots.** While the impending decrease in total numbers of classrooms is troubling, it should be noted that

the new classrooms in several new buildings represent a dramatic improvement in facilities.

6. Possibility of a Class Crunch for Upper Level Undergraduates

At the same time that the number of classrooms is expected to fall significantly, the number of upper level undergraduates will increase significantly, peaking in academic 2004-05. Compared to 2002-3, there will be 11% more junior-senior undergraduates in 2003-4, and 16% more in 2004-5. In 2002, approximately half of all undergraduate sections closed before classes began. Given the greater burden on smaller, upper level classes in the future, **it is definitely possible that many students will have difficulty completing their academic schedules as planned. Additional inquiry into this potential problem appears warranted (Table 11).**

7. Budgetary trends in non-instructional student related expenditures vrs. instructional expenditures.

An analysis is shown in **Table 12**. One aspect of this analysis that might be misleading is that all revenue and income figures are expressed in the bottom three rows of the table on the basis of thousands of dollars/FTE. Note that the FTE figures used include only undergraduate FTEs.

In terms of expenses/FTE, there have been substantial productivity gains in instructional expenses (-9%) and total academic expenses (-8.2%)/FTE, a modest efficiency gain in the office of the Dean of Students (-3.2) and essentially no change in the Admissions Office (0.7%). **It is notable that expenses/FTE on instruction and total academics are falling at the same time that tuition is rising.**

Table 1 -University FY03 Proposed Operating Budget

(In Thousands of Dollars)

	3rd Quarter Forecast (1)	FY03 Proposed	Increase/Decrease $	%
REVENUES				
Student tuition & fees	374,363	401,354	26,991	7.2%
Less: University funded scholarships	(85,176)	(97,091)	11,915	14.0%
Net student tuition and fees	289,187	304,263	15,076	5.2%
Grants and contracts				
Indirect cost recoveries	7,875	8,426	551	7.0%
Auxiliary Enterprises	70,113	73,134	3,021	4.3%
Contributions-Net	8,987	9,726	739	8.2%
Other Income	13,288	14,288	1,000	7.5%
Total Revenue	389,450	409,836	20,387	5.2%
EXPENSES:				
Salaries and Wages	193,547	204,358	10,811	5.6%
Fringe Benefits	43,697	46,084	2,387	5.5%
Purchased Services	64,774	53,690	(11,084)	-17.1%
Supplies	7,889	8,055	167	2.1%
Cost of Goods Sold	3,465	1,387	(2,078)	-60.0%
Equipment	11,087	10,778	(310)	-2.8%
Bad Debt	3,975	4,171	196	4.9%
Occupancy	28,220	33,073	4,853	17.2%
Scholarships and Fellowships	4,406	4,956	550	12.5%
Communications	7,145	7,294	149	2.1%
Travel and Training	5,760	5,699	(60)	-1.0%
Other	1,201	1,554	353	29.4%
Total Expense	375,164	381,098	5,934	1.6%
OTHER (DECREASES) INCREASES IN NET ASSETS				
Debt service and mandatory purposes	(28,597)	(35,509)	6,912	24.2%
Endowment support	34,636	32,635	(2,000)	-5.8%
Capital Expenditures	(8,406)	(8,338)	(68)	-0.8%
Support/investment	(7,358)	(10,366)	3,008	40.9%
Total other changes in net assets	(9,725)	(21,578)	11,853	121.9%
OPERATING RESULTS	4,560	7,160	2,600	57.0%
Interest Rate Reserve	0	1,900	1,900	0.0%
Investment Property Reserve	0	700	700	0.0%
NET OPERATING RESULTS	4,560	4,560	0	0.0%

TABLE 2 -THE GEORGE WASHINGTON UNIVERSITY
PROPOSED FY03 CAPITAL BUDGET
NEW CONSTRUCTION & MAJOR RENOVATIONS
$(000)'S
(EXCLUDING THE MEDICAL CENTER)

Building	Description	FY03	FY04	FY05	FY06	Total FY03-FY06	Total Completion
West End	Renovation of West End			1000	3700	4700	4700
New Building	SBPM - Square 56	18000	23000	7800		48800	50000
Funger Hall	Street scape/terrace and façade	1000	800	700		2500	2500
Various	Columbian Relocations	1000	4000	1000		6000	6000
2003 G Street	Law School Add., Expan. and Stuart Backfill	1500				1500	17300
Mount Vernon College	Athletic Facilities	200				200	18200
New Building	Housing on Square 43	27000	27000	7694		61694	63594
New Building	Housing on Square 57	12600	2500			15100	16100
New Building	Elliott School & Student Housing	30500				30500	72500
New Building	Media & Public Affairs	2500				2500	34075
Marvin Center	Renovation, expansion and terrace upgrade	2200				2200	29200
Virginia Campus	NTSB Building	11845	1000			12845	19845
One Washington Circle	Renovations	2419				2419	10419
Total New Construction and Major Renovations		**110764**	**58300**	**18194**	**3700**	**190958**	**344433**

Table 3

Comparative Endowment per FTE Student - FY 02

1.	Princeton University	$1,266,300
2.	Yale University	$955,632
3.	Williams College	$537,820
4.	Amherst College	$526,754
5.	Wellesley College	$463,613
6.	Emory University	$408,550
7.	Washington University	$330,307
8.	Smith College	$312,846
9.	University of Chicago	$273,010
10.	Bowdoin College	$264,836
11.	Haverford College	$251,504
12.	Duke University	$248,829
13.	Hamilton College	$234,823
14.	Columbia University	$217,346
15.	Northwestern University	$203,359
16.	Vanderbilt University (1)	$191,000
17.	Oberlin College	$190,179
18.	Brown University	$186,870
19.	Denison University (1)	$182,000
20.	Mount Holyoke College	$179,800
21.	University of Pennsylvania	$168,085
22.	Colgate University	$157,166
23.	University of Rochester	$152,311
24.	Cornell University	$146,949
25.	Johns Hopkins University	$140,467
26.	Lehigh University (1)	$111,000
27.	Bucknell University (1)	$103,000
28.	Southern Methodist University	$99,978
29.	Brandeis University (2)	$89,364
30.	Carnegie Mellon University	$83,226
31.	Kenyon College	$80,541
32.	Boston College	$78,221
33.	Tufts University	$77,064
34.	University of Southern California	$75,690
35.	Tulane University	$58,066
36.	Georgetown University (1)	$50,700
37.	New York University	$40,791
38.	**GEORGE WASHINGTON UNIVERSITY**	**$36,059**
39.	University of Miami	$31,306
40.	Sarah Lawrence College	$29,539
41.	Boston University	$25,480
42.	American University	$16,527
	Average for Group	$241,423

NOTE: Except as otherwise noted, data is from Cambridge Associates, LLC.

(1) Estimated based upon market values reported in Chronicle of Higher Education and enrollment information available on institution's website

Table 4

COMPARATIVE ANALYSIS
FY 01 GIFTS & PLEDGES
(Dollars in Millions)

	Gifts & Pledges	Gifts & Pledges Receivable	Total Revenue	Gifts as % of Revenue
Northwestern University	$146.2	$202.0	$583.2	25.1%
Vanderbilt University	94.3	123.6	434.1	21.7%
Tulane University	75.6	44.3	443.2	17.1%
Duke University	207.6	168.3	1,258.6	16.5%
New York University	247.2	402.4	1,593.0	15.5%
University of Pennsylvania	251.7	229.2	1,703.6	14.8%
Boston University	64.0	16.6	749.7	8.5%
George Washington University	**33.9**	**30.5**	**546.7**	**6.2%**
Average for Group	140.1	152.1	914.0	15.3%

COMPARATIVE ANALYSIS

FY 01 DEBT TO ENDOWMENT

(Dollars in Millions)

	Bond Rating	Debt	Endowment	Debt to Endowment
Northwestern University	AA1 [1]	$409.3	$3,256.3	12.6%
Vanderbilt University	AA3	533.3	2,159.6	24.7%
Duke University	AA1	725.3	2,496.8	29.0%
Tulane University	A1	237.9	638.9	37.2%
University of Pennsylvania	A1	1,389.8	3,381.9	41.1%
New York University	-	867.7	1,118.4	77.6%
Boston University	A3	529.9	664.6	79.7%
George Washington University	**A2**	**588.2**	**713.1**	**82.5%**
Average for Group		660.2	1,803.7	36.6%

[1] Moddy's Ratings Overview

Aaa	Exceptional	Investment Grade (secure companies)
Aa1	Excellent	
Aa2	Excellent	
Aa3	Excellent	
A1	Good	
A2	Good	
A3	Good	

Table 6

FY 01 Debt to Net Assets

	Net Assets (in millions)	Net Assets per FTE student	Debt to Net Assets
Northwestern University	4,130.3	287,643	9.9%
Duke University	5,290.0	442,567	13.7%
Vanderbilt University	3,178.9	321,166	16.8%
Tulane University	887.5	83,881	26.8%
University of Pennsylvania	5,030.7	254,256	27.6%
New York University	2,082.3	69,914	41.7%
Boston University	1,256.5	50,603	42.2%
George Washington University	**958.2**	**58,357**	**61.4%**
Average for Group	2,851.8	196,048	30.0%

As of December 31, 2002, the University's Debt to Net Assets was 83.5%

Table 7

DEBT MANAGEMENT SUMMARY
(Dollars in thousands)

	FY 97	Est. FY 02	Increase	Est. FY 06	Increase
Debt Outstanding at Year End:					
Funded by Specific Revenue Sources:					
Housing	28,558	138,402	109,844	210,372	71,970
Parking	6,841	21,589	14,748	19,200	(2,389)
Recreational / Student Life (1)	2,291	72,526	70,235	70,638	(1,888)
Investment Properties (2)	91,178	105,843	14,665	88,022	(17,820)
Medical Center	30,747	33,214	2,467	39,758	6,544
Other (3)	0	10,138	10,138	21,901	11,763
Total Funded by Specific Revenue Sources (4)	**159,615**	**381,711**	**222,096**	**449,892**	**68,181**
Funded by General Revenue	**96,120**	**262,182**	**166,062**	**277,335**	**15,153**
Total Debt Outstanding	**255,735**	**643,894**	**388,159**	**727,227**	**83,334**
Annual Debt Service	**22,398**	**39,893**	**17,495**	**59,518**	**19,625**

Footnote: Annual debt service is principal and interest and that interest has been kept down by using short-term debt. This practice carries with it the real risk that short run interest rates will rise and sharply increase interest expense. However, much of our debt (e.g., housing and investment properties) is tied to revenue streams that would move in tandem with interest rate increases. This mitigates in part the risk associated with variable-rate debt.

Table 8- Research Expenditures

	1997	1998	1999	2000	2001	2002	% Chg
CCAS	$ 13,395,999	$ 16,564,870	$ 18,346,353	$ 23,410,328	$ 23,587,465	$ 23,669,045	77%
GSEHD	$ 7,269,818	$ 9,603,906	$ 10,702,982	$ 12,758,810	$ 15,378,631	$ 19,139,129	163%
SEAS	$ 9,330,095	$ 9,292,370	$ 9,358,292	$ 9,455,587	$ 11,176,817	$ 16,261,225	74%
V P AcadAff/V Ps	$ 2,414,684	$ 1,940,446	$ 3,599,966	$ 2,363,014	$ 3,355,151	$ 4,372,249	81%
ESIA	$ 1,369,268	$ 1,737,327	$ 1,547,956	$ 2,215,644	$ 1,805,614	$ 1,781,834	30%
SBPM	$ 832,014	$ 231,319	$ 198,297	$ 281,289	$ 1,004,413	$ 634,587	-24%
Law School	$ 430,122	$ 276,747	$ 249,146	$ 407,923	$ 409,432	$ 576,846	34%
University Total	**$ 35,042,000**	**$ 39,646,985**	**$ 44,002,992**	**$ 50,892,595**	**$ 56,717,523**	**$ 66,434,915**	
Med and Health Sci	*	*	*	$ 18,844,055	$ 22,089,457	$ 26,440,218	
Pub Health and Health Ser	*	*	*	$ 5,887,729	$ 10,123,149	$ 11,930,048	
Total Medical Center	**$ 19,764,000**	**$ 23,628,918**	**$ 23,600,762**	**$ 24,731,784**	**$ 32,212,606**	**$ 38,370,266**	94%
Grand Total	**$ 54,806,000**	**$ 63,275,903**	**$ 67,603,754**	**$ 75,624,379**	**$ 88,930,129**	**$ 104,805,181**	

Table 9
Rates of Growth of Faculty, Course Sections, and Enrollment

Year	2002	2001	2000	1999	1998	1997
Change % RAStatus Faculty	+16 %	+14 %	+10 %	+7%	+3%	Base Year 626
%Change UndGrad Sections	+22 %	+24 %	+13 %	+11 %	+8%	Base Year 1,601
%Change UpperDiv UndGrad Sections	+26 %	+24 %	+10 %	+9%	+6%	Base Year 555
%Change UndGrds	+46 %	+39 %	+24 %	+16 %	+11 %	Base Year 6,000

Table 10

"Evolution" of Foggy Bottom Classroom Inventory
General Purpose Classrooms (GPC)

	Fall 2002	**Spring 2003**	**Spring 2004**	**Spring 2005**	**Spring 2006**
Changes		delete Stuart and Lisner; add 1957 E	delete Funger Hall, except 1st floor	delete Monroe and Hall oF Government; add Funger 2nd floor, SBPM	add some Monroe &/or Hall of Government rooms
# of Seats					
<20	24	18	14	14	?
20-35	40	42	42	37	?
36-50	30	31	30	20	?
51-100	23	24	10	17	?
101-150	4	4	4	5	?
>250	2	4	4	4	?
Total GPCs	123	123	104	97	?

Table 11
Estimated Change in Enrollment in Junior + Senior Classes

Year /Total	2005	2004	2003	2002	2001	2000
Junior+ Seniors	4,500	4,810	4,630	4,270	3,850	3,400
%Ch vs 00	+32 %	+41 %	+36 %	+25 %	+13 %	-

TABLE 12

Academic and Non-Academic Expenses/ FTE
($000)

	Instructor. Expenses	Total Academic Expenses	Dean of Students Revenue	Dean of Students Total Expenses	Admiss-Office Revenue	Admiss. Office Total Expenses	Underg. FTE
1998	138,660	190,384	452	*5179*	679	3431	6761
2002	170,583	235,723	709	*6325*	1075	4678	9148
$/FTE 98	20.5	28.1	0.067	*.766*	.100	.508	
$/FTE 02	18.6	25.8	0.078	*..691*	.118	.511	
% chg./ FTE	-9%	-8.2%	15.7%	*-9.8%*	18%	0.7%	

GW Compensation Data from Schedule A (IRS Form 990)
April 4, 2003

President and Vice Presidents		Year Ending Dec-00	Year Ending Jun-00	Year Ending Jun-99	% Increase over 1.5 years	Year Ending Jun-96	% Increase over 4.5 years
Stephen Joel Trachtenberg	President	$429,445	$421,086	$421,035	2.0%	$322,934	33.0%
John Williams	VP Health Affairs	$357,155	$345,809	$320,948	11.3%		
Louis Katz	VP and Treasurer	$326,310	$318,197	$298,515	9.3%	$235,022	38.8%
Robert Chernak	VP Stud Supp and Acad Serv	$255,494	$241,068	$227,657	12.2%	$194,154	31.6%
Don Lehman	VP Acad Affairs	$217,536	$210,743	$197,204	10.3%		
Dennis Blumer	VP and General Counsel	$207,972	$204,792	$181,450	14.6%	$162,882	27.7%
Michael Worth	VP Devp and Alumni Affairs	$186,640	$185,508	$173,634	7.5%	$141,930	31.5%
			Average Increase over 1.5 years --->		9.6%	Over 4.5 years --->	32.5%

Other highly compensated individuals
(Schedule A lists top five highest paid employees other than officers, directors and trustees)

Mark Adkins	Surgeon	$550,000	$550,000	
Thomas Penders	Basketball Coach	$418,457	$400,480	$431,100
Michael Young	Dean, Law School	$262,000		
Lawrence Mitchell	Professor of Law	$244,587		
John Kvancz	Athletic Director	$241,081		
Robert Shesser	Physician, emergency medicine		$333,842	
Paul Gindoff	Physician, ob gyn		$315,218	
Samual Potolicchio	Physician, neurology		$309,825	$338,329
Lalaigam Sekhar	Physician, neurological surgery			$476,783
Andrew Foster	Physician, surgery			$385,990
William Bank	Physician			$311,350

Faculty Salaries Data from GW Fact Book (Average Regular Full Time Salaries, excl School of Medicine)
www.gwu.edu/~ire/tables/facsals.htm

	Average Salaries 2001/02	Average Salaries 1996/97	5 year % Change
Professor	$103,314	$84,229	22.7%
Associate Professor	$74,213	$60,728	22.2%
Assistant Professor	$58,386	$49,384	18.2%

REPORT OF APPOINTMENT, SALARY AND PROMOTIONS POLICY COMMITTEE OF THE FACULTY SENATE

ENDOWED CHAIRS

Last fall the Executive Committee of the Faculty Senate requested that our Committee investigate the prevailing practice in appointments of endowed chairs at GW as well as in "market basket schools." The ASPP chair wrote to the deans of all the GWU schools. With the exception of the Law School, all indicated considerable faculty consultation as the norm. Correspondence with several market basket schools provided answers from Boston University, and New York University. NYU follows a rigorous policy of consultation of deans and departmental chairs whose nominations are vetted by Committee of Arts and Sciences and passed on to the Provost, President and Board of Trustees. Boston University indicates that nominations can come from departments, deans or senior administrators, but approval "at all usual levels is obtained."

An interview with Executive Vice President for Academic Affairs Donald R. Lehman indicated that GWU's policy on endowed chairs involves more faculty consultation than these two market basket schools. For appointments to endowed chairs from outside the university, a national search is conducted in which faculty play the same role as they would in a regular departmental appointment. Any appointment would have to be accepted by the appropriate department as would, for example, that of a dean. For nomination of GW faculty to an endowed chair, Vice President Lehman indicated that the faculty would be consulted (the dean, departmental chair, and presumably the departmental faculty). [The only ambiguity here is exactly *how* the latter would be consulted.]

An inquiry made by Peggye Cohen in the Office of Institutional Research (Academic Affairs) surveyed five market basket schools. The responses indicate a greater administrative role in endowed chair appointments than is the case at GWU.

The ASPP Committee expressed the desire to require the *department 's* consent to the appointment of both outside and inside appointments to chairs. The Committee Chair believed that the administration should have greater leeway in the appointment of existing GW faculty to endowed chairs than in outside or external appointments.

CONTRACT FACULTY

Contract faculty are full-time faculty who are not on tenure lines. Employment of contract faculty fulfills pessimistic forecasts of a limited future for tenure. Contract faculty affords the University flexibility in hiring and firing, and contrary to assumptions, are not necessarily better paid than tenured faculty. Contract faculty do not enjoy the same academic freedom that tenured faculty do, since their employment is more easily terminable. The Faculty Code (p.2: I.B.1) stipulates that no school should have more than 25% of its faculty in the non-tenure track category. An amendment to the Code exempted the School of Public Heath for several years. The ASPP debated whether it should recommend a similar notice for GSEHD. The Academic Vice-President urged us not to, because he felt it would place too much of a burden on a School that had difficulties generating income in comparison to other schools. The Dean of GSEHD, who visited the Committee in February, wishes to have tenure lines and feels GSEHD has the means to do so. The fact that GSEHD is a graduate school would seem to make such a goal a clear desideratum. The use of contract faculty is above 25% in half of GW's schools. In SPHHS, it is 65.8%; in GSEHD, it is 40.8%., in CSAS, it is now just past the 25% limit.

Overall the average is above 30%. The ASPP Committee reviewed all this information, but decided to table a resolution, because it would almost make more sense to take the 25% limit out of the code and make the exception the rule, since it sees little hope of rectifying the situation without the agreement of the administration. The chair feels the situation is regrettable.

TENURE CLOCK

The Committee also discussed several times the issue of the possible tenure clock extension for faculty parents. Professor Miriam Galston of the Committee has prepared a very complete and intricate study that the Committee approved. A resolution should soon reach the senate floor.

ADJUNCT FACULTY

The only attention the Committee gave to the adjunct faculty issue this year was to respond to a query from an adjunct member who could not understand why there was no correspondence between ranks of part-time faculty and their salaries. I would like to add that as outgoing chair of the ASPP committee, I am unaware of anything the administration has done since the April '02 meeting of the Senate when the President responded to my report on part-time faculty with the remark that he would like to see GW become a "flagship university" in dealing with this problem. I hope that wish becomes a reality.

ALTERNATIVE ACADEMIC CALENDAR

At its last meeting, Emeritus Professor John Boswell made a presentation of his Committee's findings on the alternative academic calendar proposal. The pros and cons of the proposal were vigorously discussed. Related to the ASPP committee's purview is how this proposal will affect the tenure clock, whether it will involve appointment of more faculty, how it will affect faculty salaries, and the overall budget of the University .The view that the new semester's tuition revenues be kept in the Academic Vice President's budget was highly recommended.

ADMINISTRATORS' AND FACULTY SALARIES

Administrative and faculty salaries were the last item before the Committee this year. The most recent IRS data for the former indicate an overall 32.5% increase between. June 1996 and December 2000, Comparable data for faculty indicate an average increase of 18.2% for assistant professors to 22.7% for professors over five years (1996-97 to 2001-02), which is to say faculty salaries rose 10-15% less than administrative salaries over the last 4.5 to 5 years.

More up-to-date data should be forthcoming from ACADEME and the CHRONICLE this month. The ASPP Committee is very concerned that the administration's rate of compensation increase was so much higher than faculty salaries' increase. Combined with the recent decision announced by the University Treasurer that all faculty salary increases are being suspended until July '04 only compounds the administration's apparent disregard for the faculty's performance in comparison with its own.

R. Emmet Kennedy, Chair
April, 2003

Office of the Executive Vice President for Academic Affairs

Local Emergency Contingency Plan

Updated: 9 April 2003

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PART ONE: PREPARATIONS FOR INCIDENTS

Following these guidelines will hasten reaction time to incidents and aide in making well-informed decisions in a potential crisis.

1. Read this contingency plan thoroughly to familiarize yourself with procedures before an incident occurs.

2. Know the campus and the building so that you may make well-informed decisions in the event of an emergency.

3. Post the UPD emergency telephone number (4-6111) somewhere where you are able to see it.

4. Stay abreast of national and local issues that may possibly impact the campus.

5. Note the nearest stairwell and windows facing the street.

6. Frequently check that all means of communication (telephones, fax machines, televisions, radios, etc.) are working.

7. The Executive Secretary is to ensure that there is some form of mobile communication (mobile phones, battery-powered radios, etc.) to stay abreast of changes in situations.

8. Know where the local fire alarms are located as well as where the First Aid kit is located and its contents.

9. Organize and perform evacuation drills.

10. Our rendezvous points are tentatively Abrahm's Great Hall area of the Marvin Center that is just inside the MC doors when you enter from I Street and 2020 K Street. *NOTE- we are awaiting confirmation from both locations that that they are aware that they are our rendezvous point and accept that responsibility.*

11. Ensure that your Emergency Contact information is kept up to date with the Executive Secretary.

12. Inform someone of medical, mental, and/or physical conditions (hard-of-hearing, heart condition, claustrophobia, etc.) so that should a situation arise, someone is aware of how to help you.

PART TWO: ALERTS TO INCIDENTS

You may be informed of an emergency or the need to evacuate the premises in a number of different ways, including:

- The fire alarm. Always respond to the fire alarm by commencing an evacuation quickly and safely.

- Any member of the UPD.
- The mobile public address system or other loudspeakers.
- The telephone or Internet.
- Local authorities (police or fire department personnel).
- Someone with no implied authority may inform you of an evacuation and the reason for it.
- Donald R. Lehman has ultimate authority on whether or not to evacuate.

PART THREE: RESPONSES TO INCIDENTS

The following detailed procedures should be followed in specific situations.

EVACUATION

Only evacuate if you are certain that you can move to a position of greater safety.

1. Alert all staff to the incident.
2. Communicate the location of the rendezvous point.
3. Give full attention to your surroundings to help ensure your safe evacuation and the safe evacuation of others.
4. Consider the needs of everyone. Be aware of other's physical challenges, language barriers, etc. as well as any needs of any visitors not familiar with the campus.
5. Take a limited number of possessions with you, such as coats and purses. Try to carry your GWorld Card and keys.
6. Take along the Personnel Roster and/or Emergency Contact Sheets to account for everyone once out of the building. If you are not able to locate a person once outside, notify UPD or Local Police immediately. It is not your responsibility to search for and/or rescue the person.
7. Use the stairs, not the elevators. If power is lost, all stairwell doors will unlock.
8. Should you be trapped in an elevator, remain calm. Use the installed speaker or press the alarm button.
9. Proceed to the rendezvous point and check in with Nkena or Keely.
10. After check-in, the person in charge should direct people to an indoor location until the situation clarifies.

FIRE OR SMOKE

1. Call UPD (4-6111) immediately.
2. Cover nose and mouth with cloth to avoid smoke inhalation.
3. Pull the local fire alarm.
4. Stay low to the ground to avoid smoke.
5. Feel escape route doors with the back of your hand for heat before opening them.
    a. If the door is hot, take an alternate route.
    b. If an alternate route is not possible, place signs in any available window and call 911 to report your location.
6. If you are able to escape, follow the evacuation procedures described above.

STRUCTURAL DAMAGE (SHAKING BUILDING)

1. During shaking:
    a. Stay inside.
    b. If possible, move to an interior hallway or stairway.
    c. Stay away from windows, bookcases, and other tall furniture
    d. Seek a location in a doorframe, corner, or under a sturdy desk or table.
2. After shaking stops, evacuate the building as described above.

MEDICAL EMERGENCY

1. Stay clam to reassure the victim and to keep yourself effective.
2. Assess the situation. Make sure the victim and the location are safe to handle.
3. Call UPD (4-6111) for an ambulance. Give a specific location and a phone number where you can be reached.
4. Have someone meet the ambulance to inform the paramedics of the location of the injured person.
5. Check for an airway blockage, breathing, and pulse.
6. Ask the victim for any helpful information (e.g. diabetes) and/or check for emergency medical tags. Inform paramedics of this information when they arrive.
7. Only perform emergency procedures if you are qualified to do so.
8. In the case of bleeding, apply direct pressure to stop the blood flow and/or elevate the affected area to stop bleeding.

9. If you suspect a spinal or neck injury, do not move the victim unless absolutely necessary.

10. Do not give food or liquid to any unconscious or semiconscious victim as these may cause suffocation.

HAZARDOUS MAIL

1. If you identify a suspicious package, put it down and evacuate the immediate area.

2. Use a telephone in another area to call UPD (4-6111). ***Do not use a mobile phone as the wireless frequency could serve as a detonator.***

3. Indicators that a package or letter may be suspicious are as follows:
    a. Addressee's name or title may be inaccurate.
    b. Postmark of name of sender is unusual, unknown, or no further address is given.
    c. Handwriting is distorted or package is prepared with cut and paste lettering.
    d. Common words may be misspelled.
    e. Cancellation or postmark may show a different location than the return address.
    f. Excessive or inadequate postage is applied.
    g. The package is lopsided, unusually thick, or seems heavy for its size.
    h. Contents are stiff, springy, protruding, or powdery.
    i. There is an unusual smell, particularly almond. Do not put package close to your face, a strong odor will be evident.
    j. Restricted endorsements may be indicated such as "Fragile- Handle With Care", "Rush- Do Not Delay", "Personal", or "Private".
    k. Pressure or resistance may be noted when removing contents from an envelope or package. ***If so, cease removing the contents immediately.***

4. If you are suspicious of mail and are unable to verify the contents with the addressee or sender:
    a. Do not open it.
    b. Isolate the mail and evacuate the immediate area.
    c. Do not put it in water or a confined space such as desk drawer.
    d. If you have any reason to believe a letter or package is suspicious, report it. Do not worry about possible embarrassment if the item turns out to be innocent.

5. Limit the number of persons who handle the package.

6. If material contained in the package is released, individuals exposed to the discharge should be moved from the immediate area to an adjacent space, if possible, trying not to contaminate others.

7. Unless the package is definitely identified as non-threatening, all persons exposed to the material should move away from the immediate area to an adjacent space, as not to contaminate others.

TRESPASSER

1. Stay calm and try to understand exactly what the trespasser wants.

2. If the trespasser appears to be threatening, violent, or irrational, contact UPD immediately. You may have to lead the trespasser to believe that you are following their requests and talk to UPD like you would to whomever they want you to talk.

3. If you are unable to call UPD, contact the Executive Secretary's desk where there are covert emergency procedures in place.

4. Never put yourself in danger. Remember, your personal safety is a priority.

PART FOUR: RECOVERY FROM INCIDENTS

1. It is ultimately the Executive Vice President for Academic Affairs' decision as to whether this office staff can leave campus. In the event that he is unable to be contacted, it is the responsibility of the Special Assistant to the Executive Vice President for Academic Affairs.

2. GW is developing a partnership with the Metropolitan DC community and other area universities to arrange emergency transportation, lodging, and food, primarily for displaced students.

3. By the close of business on the day of an incident, all staff should leave a message on the Executive Secretary's voicemail (202-994-6510) indicating their safety, location, and any change in contact information.

4. Staff should consult the University Information Number (202-994-5050) and the GW Website (www.gwu.edu) "Campus Advisory" link regarding the University's status. Local radio stations (e.g., WTOP, 1500 AM) may also broadcast relevant information.

5. Any post-incident problems with the building should be reported to Facilities Management (202-994-6700) and all relevant staff should be notified of the hazards.

PART FIVE: PERSONNEL ROSTER

The following personnel have offices on the eight floor of Rice Hall:

Department: Executive Vice President for Academic Affairs

Sara Bonthuis 4-5698
Nkena Epps 4-6510
Donald R. Lehman 4-6510
Barbara Marshall 4-6511
Keely Walston 4-7297

Department: Institutional Research

Peggye Cohen 4-6503
T.A. Coons 4-4197
Joe Knop 4-6506
John Priesel 4-6506

Department: President

Kitty Boney 4-6500
Ruby Calkins 4-3030
William Carnago 4-8610
Betsy Francisco 4-6501
Helene Interlandi 4-6504
Buddy Karelis 4-7759
Gerry Kauvar 4-0818
Oliver Smith 4-0942
Catlan Standlee 4-6502
Stephen Joel Trachtenberg 4-6500

The following also work regularly on this floor, in the event of an emergency it should be confirmed that they are out of the building:

Valerie Evans
Yvonne Jones
Sally Koblinsky
Any temporary staff member

PART SIX: REFERENCE INFORMATION

LOCATION OF EMERGENCY EXITS AND EQUIPMENT

ELEVATORS
Are in the...

- Lobby

STAIRWELLS
Are in the...

- Lobby, across from the elevators
- Institutional Research Hall, across from Peggye Cohen's office

The Fire Alarm
Is located in the

- Institutional Research Hall, across from Peggye Cohen's office

Fire Extinguishers
Are in the...

- In the kitchen above the fax machine
- In the hallway across from Kitty Boney's office

WINDOWS FACING THE STREET AND BALCONIES

Are in...

- The Board Room
- The President's Office
- Helene Interlandi's office
- The Presidential Library

FIRST AID KITS

Are located in...

- The Executive Vice President for Academic Affairs Supply Closet
- Kitty Boney's office

Annex A

DEPARTMENT OF PSYCHOLOGY:LOCAL CONTINGENCY PLAN

Incident Planning: General Policies

During an incident:

1. If at all possible, Professors should take responsibility for the safe evacuation of on-going classes or laboratory activities (see evacuation guidelines below).
2. If at all possible, Professors should identify the needs of physically-challenged students and attempt to meet these needs.
3. As soon as possible following an incident, affected Faculty should contact the Office Manager (4-8242) or Chair (4-3050, (home) 703-444-7913). The Office Manager or Chair will contact the Dean's office (4-6130) to inform them of the incident. In the event the Faculty member cannot contact the Office Manager or Chair, they should contact the Dean's office directly.
4. As soon as possible, the Chair and Office Manager should arrange to inform Professors in on-going classes and all personnel in the building of the reported incident. A message detailing the circumstances of the incident should be sent to the Department list serv to inform those who are not present in the building of the incident.
5. All contacts from the media should be referred to the Vice-President for Communications (4-8810).
6. All contacts from the families of students should be referred to the Dean of Students (4-6710) and contacts from families of staff should be referred to the Vice-President for Communications (4-8810). All contacts should be informed that this is standard University policy during emergencies and does not represent any information regarding their family member.

Following an incident:

1. By the close of business on the day of an incident, Faculty should, if at all possible, leave a message on the Office Manager's voice mail (4-8242) indicating their safety, location, and any change in

contact information. In the event this number is unavailable messages should be left on the Chair's voice mail (4-3050, (home 703-444-7913).

2. Faculty should consult the University information number (202-994-5050) and the University WEB site regarding the University's status. Local Radio Stations (WTOP, 1500AM) will also carry relevant information.
3. Any post-incident problems with the building should be reported to the Office Manager (4-8242) who will contact Facilities Management regarding the problems.

Prior to an incident

1. Professors should make regular back-ups of all materials stored on local hard drives. Back-up disks must be stored at a remote location (e.g., home) to maximize opportunities for restoration of data in the event of an incident.
2. The Office Manager and Chair should have a list of home phone numbers and E-mails in the event Professors must be contacted at home.

3. Procedures have been arranged by Dr. Lawrence Rothblat for the appropriate care and, if necessary, transport of laboratory animals during an emergency under the University guidelines. Dr. Rothblat will be responsible for ensuring that all animals in the facility are cared for in the event of an emergency. If Dr. Rothblat is for any reason unable to provide this care directly, he will designate one of his Research Assistants as the responsible party. As additional backup, personnel from the Animal Research Facility in Ross Hall will be notified and assist if necessary. If Building GG is closed for any reason, personnel must be allowed access to care for animals unless to do so constitutes a serious health or safety hazard. At a minimum the designated personnel require access at least every 24 hours.

Guidelines For Special Situations

Evacuation Guidelines

When evacuating a building or classroom:

1. Only evacuate if you can move to a position of greater safety
2. Count the number of persons with whom you are evacuating (e.g., class members) and verify that all are present following the evacuation.
3. Hang up all visible phones prior to evacuation. (uncradled phones can overload the communication system)
4. Only remove necessary items. Carry your GWORLD card for easy identification.
5. Report the conditions motivating the evacuation to the UPD at 4-6111 as soon as possible.
6. Following the evacuation, allow substantial clearance from the evacuated building and locate upwind (or at a right angle to the wind) to avoid debris and other materials

Additional Guidelines for:

Fire:

1. Pull the local fire alarm, and call the UPD at 4-6111 as soon as possible. If the UPD line is not available, call 911.
2. Cover the nose and mouth with cloth to avoid smoke inhalation
3. Stay low to the ground to avoid smoke
4. Feel closed doors for heat before opening them. Use the back of your hand. If the door is hot, take an alternate escape route if possible. If an alternate route is not possible, open the door slowly to see if escape is possible. If escape is not possible, place signs in any available window and call 911 to indicate your location.

Medical Emergency:

1. Call UPD at 4-6111 for an ambulance. If the line is not available, call 911. Give a specific location and a phone number where you can be reached. If possible, have

someone meet the ambulance to inform the paramedics of the location of the injured person.

2. In the case of bleeding, apply direct pressure to stop bleeding. If appropriate, elevate the affected area to stop bleeding.
3. In the case of neck or spinal injuries, do not move the victim unless absolutely necessary.
4. Check for a pulse and breathing. If indicated and you are qualified begin appropriate procedures (e.g., CPR). If you are not qualified, ask others for assistance.
5. Check victim for emergency medical ID tags or medications. Inform paramedics of this information when they arrive.
6. Do not give food or liquids to an un-conscious or semi-conscious victim as these may suffocate the victim.

Radiological/Biological Contaminants

1. Shield or isolate yourself from the contaminated object
2. Wash hands or other affected areas with soap and water.
3. Do not handle the contaminated object.
4. Call UPD at 4-6111. If the line is not available, call 911.

Suspicious Packages

1. If you identify a suspicious package, put it down and evacuate from the area.
2. Use a telephone in another area to call the UPD at 4-6111.
3. DO NOT use a mobile phone as the wireless frequency could serve as a detonator.
4. Indictors of suspicious packages include: unusual postmark or name of sender; distorted address handwriting or cut-and-paste labeling; postmark differs from the return address; excessive postage; unusual shape or protruding components; and unusual odors.

REPORT OF THE EXECUTIVE COMMITTEE

Professor Lilien F. Robinson, Chair
April 11, 2003

MAY SENATE MEETING

Please note that the May Senate meeting will be held on Friday, May 9, 2003. The May Senate meeting marks the beginning of the new Senate Session (2003-04). Election of Chairs and members of Senate Standing Committees for the 2003-04 session will take place at the May meeting.

ANNUAL REPORTS FOR THE 2002-03 SESSION

Annual Reports from the Senate Standing Committees for the current Session should be submitted by the May meeting. Chairs are requested to note any continuing business which would be a matter for the next term's Committee. Those Senate members who are not returning as Chairs are asked to transmit the Committee files to the new Chairs.

STATUS OF FACULTY PERSONNEL MATTERS

1. A grievance previously filed by a faculty member in the School of Business and Public Management has been settled satisfactorily at the mediation stage.
2. Two grievances filed by faculty members in the Columbian College of Arts and Sciences are presently in the process of mediation.
3. Another complaint from a visiting faculty member in the School of Business and Public Management was not settled satisfactorily at the mediation stage; the complaint has not been pursued further through the University's dispute resolution process.

ACTIONS OF THE EXECUTIVE COMMITTEE

The Executive Committee will be requesting that the Committee on Educational Policy undertake a consideration of the alternative academic calendar proposal.

OTHER MATTERS

The Joint Executive Committees of the 2002-2003 and 2003-2004 Sessions will meet on April 25th to nominate Chairs and members of the Senate Standing Committees and set the agenda for the May 9th Senate meeting. Resolutions and/or reports should be submitted to the Executive Committee before its April 25th meeting.

As this is the last meeting of the current session, on behalf of the Executive Committee, I would like to extend sincere thanks to you for a very productive term. You have worked diligently on behalf of our colleagues, effectively addressing a variety of carefully selected matters affecting our academic community.

I would also like to thank President Trachtenberg and Executive Vice President for Academic Affairs Lehman for their participation in the discourses of the Executive Committee.

Many thanks also to our dedicated colleagues on the Executive Committee for their willingness to expend enormous time, thought, hard work, and patience to the resolution of very serious and difficult issues that confronted us during this session.

Let me also thank Sue Campbell and Nina Posidelow for the their effectiveness and efficiency in facilitating the work of the Senate on a daily basis. This session' s added challenge has been the production of Minutes of especially lengthy and complex meetings.

For myself, I am grateful for the opportunity to work with all of you. Thank you.

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

The Faculty Senate **April 1, 2003**

The Faculty Senate will meet on Friday, April 11, 2003, at 2:10 p.m., in the Alumni House, First Floor, 1925 F Street, N.W.

AGENDA

1. **Call to order**

2. **Short recess for the purpose of having a group photograph taken of the 2002-03 Faculty Senate**

3. **Approval of the minutes of the regular meeting of March 14, 2003, as distributed**

4. **Introduction of Resolutions**

5. **Update on University Response to Emergencies: Assistant Vice President John Petrie**

6. **Update on the Alternate Academic Calendar: Professors Paul Churchill, Carol Hoare, and Charles Karelis**

7. **A Special Report on the FY'03 Five-Year Operating and Capital Budgets: Professor William B. Griffith, Chair, Fiscal Planning and Budgeting Committee (Report to be distributed)**

8. **General Business:**

   (a) **Nominees for election to the Executive Committee for the 2003-04 Session proposed by the Nominating Committee: Professor Lynda L. West, Convener (nominees to be announced)**

   (b) **Nomination for election of nominees to the Dispute Resolution Committee for three-year terms, commencing May 1, 2003 (nominees to be announced)**

   (c) **Nominees for appointment to Administrative Committees: University Hearing Board: David Goodenough and Charis Kubrin; Marvin Center Program Board: Dana Burgess; Marvin Center Governing Board: John J. Battles, Stephen McGraw, Bradley Sabelli, and Alan Wade**

   (d) **Report of the Executive Committee: Professor Lilien F. Robinson, Chair**

   (e) **Interim Reports of Senate Committees**

9. **Brief Statements (and Questions)**

10. **Adjournment**

Dennis L. Geyer
Dennis L. Geyer
Secretary